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ABSTRACT

Presented is the final report of a project to determine the number of disadvantaged and handicapped high school students in Kentucky, where their needs for vocational education and rehabilitation are not being adequately served, and the approximate cost of implementing each suggested program, service, or activity. Chapters cover introductory information on classification, misclassification, legislation, and litigation; objectives of the project (including the development of a data gathering instrument); the methods used for defining the disadvantaged and handicapped, selecting the sample population, instrument development, data analysis and processing, and collecting data on programs and services provided; project results (this chapter makes up the bulk of the document with tables showing statistical data); conclusions (including that projected figures indicate that 25,285 disadvantaged and 14,419 handicapped students feel that training opportunities are not available for them); and recommendations (such as offering a more diversified selection of occupational areas). Among appended materials are the student survey instrument, the regional director questionnaire, and special vocational programs unit data. (SBH)

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ED157247

FINAL REPORT

AN ASSESSMENT OF VOCATIONAL EDUCATION NEEDS OF THE DISADVANTAGED AND HANDICAPPED IN KENTUCKY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 1, 1977
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COMMONWEALTH OF KENTUCKY
STATE DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION

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AGREEMENT OF NONDISCRIMINATION

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance with this law.

ABSTRACT

TITLE OF PROJECT: AN ASSESSMENT OF VOCATIONAL EDUCATION NEEDS OF THE DISADVANTAGED AND HANDICAPPED IN KENTUCKY

PROJECT DURATION: January 1, 1976 - June 30, 1977

OBJECTIVES:

1. Identify the number of people in Kentucky, secondary age level and above, who meet the criteria for disadvantaged and handicapped as specified in the *State Plan for the Administration of Vocational Education* and the *State Plan for Rehabilitation.*
2. Identify those vocational education programs currently available in Kentucky that specifically address themselves to the handicapped.
3. Identify those vocational education programs currently available in Kentucky that specifically address themselves to the disadvantaged.
4. Identify that portion of the target populations of disadvantaged and handicapped that could benefit from vocational education.
5. Compare supportive services provided for the target populations to supportive services provided for non-target populations.
6. Identify the extent to which present programs, services and activities provided by Vocational Education and Rehabilitation have met the vocational needs of individuals in the target populations.
7. Through follow-up data above, determine proportion of target population currently working in employment related to their vocational education or rehabilitation training.
8. Develop written recommendations based on information gained through objectives 1 through 7.
9. Prepare detailed cost analysis regarding the implementation of the recommendations specified in number 8.

PROCEDURES: This project will involve a sample survey of students and their teachers to determine the target population of disadvantaged and handicapped persons. A formula for projecting the target population to persons who should receive post high school vocational and rehabilitation training will be developed. Follow-up information of graduates of existing programs will be reviewed and synthesized to determine the effectiveness of present programs. Where such information is unavailable, a follow-up study will be conducted.

Recommendations for programs and services will be based upon the data collected and a detailed cost analysis will be completed. The results of this study will be made available to the State Bureau of Vocational Education, Regional Vocational Education Offices, and local school administrators.

CONTRIBUTION TO EDUCATION:

The results of such a needs assessment will provide the base line data necessary to develop sound vocational and rehabilitation programs to serve the needs of those individuals who meet the criteria of disadvantaged and handicapped. Based upon a knowledge of the students to be served, recommended solutions and a detailed cost analysis, each regional vocational office, and LEA can begin planning and implementing the necessary programs and services which will enable students with special needs to enter the mainstream of American society.

Chapter 1

INTRODUCTION

It is common for most papers, reports, or articles on education for the disadvantaged and/or handicapped to begin by noting that education for all has long been an American goal, but in fact has not always included all individuals. The discrepancy between such stated goals and what actually exists is not new, however the amount of current interest to reduce the discrepancy is. As a result of the civil rights movement of the 1950's and 60's and the Civil Rights Act of 1964, equal opportunity in education has become a national concern. This concern has resulted in additional legislation and litigation to insure that equal opportunity in education includes disadvantaged and handicapped persons.

A review of literature shows that recent legislation and litigation has caused an increase in the number of disadvantaged and handicapped persons being served. Nationally the number of disadvantaged persons served by vocational education doubled between 1970 and 1972 to almost 1.6 million. Similarly, data compiled in Kentucky from fiscal year 1971 through 1975 shows that disadvantaged enrollment in vocational programs increased 249%. During the same time, handicapped enrollment increased 157%. These figures are impressive, but when compared to the percentage of change in total vocational education the percentage of change becomes 8.79% for the disadvantaged and 0.71% for the handicapped.

In 1974 the Department of Health, Education and Welfare (HEW) estimated that more than two million handicapped individuals had been afforded education and rehabilitation opportunities during the previous five years. HEW also stated that despite the growth, approximately 60% of the estimated seven million handicapped in the United States did not receive appropriate educational services enabling them to have equality of opportunity.

Vocational education and rehabilitation programs are essential components in providing comprehensive educational services to the disadvantaged and handicapped. Yet, an overview report of the National Advisory Council on Vocational Education on the 1974 Annual Reports of the State Advisory Councils stated that the disadvantaged and handicapped were not being served adequately. The inability to identify disadvantaged and handicapped persons and assess their needs was identified as the reason for the inadequacy. Education in a free society, which is intended to provide equality of opportunity for all individuals, is predicated upon the identification of needs so all individuals can develop in definitely positive ways. Vocational education is challenged, as is all education, to design and implement programs that provide equality of opportunity for all individuals.

Classification and Misclassfication

There is a tendency on the part of most people and institutions to stereotype individuals into groups. These simplistic categorizations of individuals with other generalized characteristics has resulted in a rising revolt against the categorization of human beings. This current issue is most vividly illustrated in American media by the movement to eliminate sex-stereotyping. The educational system has been under attack since much of its instructional material places women in stereotyped roles. In addition, special education has been especially vulnerable to attack because in

defining itself it has tended not only to list various categories of exceptional children, but to use negatively loaded terminology to do so; the mentally **retarded**, the visually **handicapped**, the hearing **impaired**, the emotionally **disturbed**, and the socially **maladjusted** (Reynolds and Balow, 1974).

Vocational educators and legislation writers have borrowed from or created similar terminology. The use of labels has been especially evident in legislation for the disadvantaged and handicapped. Such labeling of individuals appears to be a necessary evil, which results from attempts to insure that money appropriated is spent to educate those children who qualify for special services. The Congress has ordered state educational agencies to develop and submit to the U.S. Commissioner of Education long range, detailed plans to achieve full educational opportunity for all handicapped children within each of the states. Suffice it to say, in order to prepare and provide teachers and programs, educational administrators must assess the needs of individuals by grouping students with similar characteristics. As researchers, the project has obtained information on individuals and has grouped individuals by the classifications used by state and federal agencies. It is not this project's intent to add to the problem, but rather to provide information to agencies so vocational education can become accessible to all students. "It appears that we will always have labels, so the challenge of those of us who use them is to understand their limitations as descriptors of groups (Lord, 1974, p. 421)."

Legislation and Litigation

"Where there is smoke there is fire." This cliche is very appropriate when discussing the labeling issue. Labeling is the smoke to the educational fire that has resulted from the educational neglect of disadvantaged and handicapped persons. This report has already indicated that equality of opportunity for disadvantaged and handicapped persons is still in the process of becoming a reality. At the present time, approximately 36 states are under judicial or legislative injunction to provide zero-reject education and appropriate programming in the most integrated setting.

In general, court cases have concluded that states cannot grant services to some and withhold them from others. The court has ordered that access to education is to be provided to all handicapped children within the context of a presumption that placement in a regular program is preferable to placement in a special program (Gilhool, 1976).

In 1974 Kentucky enacted specific policies directed at meeting the commitment of providing full educational opportunities to all handicapped children. This action was the result of the Consent Agreement approved by the Court in Civil Action No. 435, titled Kentucky Association for Retarded Children v. Kentucky State Board of Education.

Similarly, legislative enactments have sought to meet the unique needs of the disadvantaged and handicapped and assure that their rights are protected. Such legislation began with the passage of the 1963 Vocational Education Act. Through this Act vocational education was to be provided for persons who have academic, socioeconomic handicaps that prevent them from succeeding in regular programs. Unfortunately, the 1963 Act did not tie funds to performance. Lacking this tie, few programs and services were provided.

On October 16, 1968, President Johnson signed Public Law 90-576, the Vocational Education Amendments of 1968. This law gave high priority to the training of the disadvantaged and handicapped. Part A of the 1968 Amendments earmarked federal funds specifically for programs for socially and economically disadvantaged. Part B of the Amendment contains the bulk of vocational education money. States must allocate minimum portions of 15% for disadvantaged and 10% for the handicapped.

The Vocational Education Amendments of 1976 changed the minimum portion for the disadvantaged and handicapped to 30% of the money allocated. The Amendments of 1976 also require separate matching from state and local expenditures for the funds which must be used for programs for the disadvantaged and handicapped. This provision resulted from a GAO report which showed that states are supplanting state and local funds with federal funds for these purposes. The committee drafting the 1976 bill, referred to a recent study conducted for the Department of Health, Education, and Welfare on Vocational Education programs for the handicapped, stated that 70% of the students in a representative sample of programs were in separate programs for the handicapped. Data seems to indicate that the same is true for the disadvantaged. Consequently, the 1976 Amendments included a provision to require that funds for the disadvantaged and handicapped be used, "to the maximum extent possible," to assist special needs students to participate in the regular vocational education programs. Reflecting the line taken by the court, the committee felt that the disadvantaged and handicapped should not be separated out into special programs just for them. "Rather, it is our hope that they will be mainstreamed into regular programs whenever possible (Public Law 94-1085, p. 48)."

Similarly the Mathias Amendment to the Education of the Handicapped Act of 1974 borrowed from the constitutional theme sounded by the courts. The Mathias Amendment ordered that handicapped children be educated with children who are not handicapped, not that they be educated in the same way.

The Rehabilitation Act of 1973 adopted precisely and verbatim the language of Title VI of the Civil Rights Act of 1964 and prohibits discrimination against the mentally and physically handicapped in any program funded with federal monies. This same act requires each state to conduct statewide studies to determine the needs of the handicapped as well as the means of meeting these needs.

From this brief review of legislative action and judicial orders, it is obvious that equality of opportunity for disadvantaged and handicapped persons has been mandated. Now it is up to local and state agencies to fulfill the intent of the law. The first place to start is by answering the questions: Who needs to be served in vocational education? What are their needs? Who is being served in vocational education programs? What is being accomplished? And what is the cost?

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Chapter II

PROBLEM UNDER CONSIDERATION

Accepting the challenge to provide quality of educational opportunity to all individuals, the Kentucky Bureau of Vocational Education funded this project in the Department of Occupational and Career Education at the University of Louisville. The over-riding purpose of this project was to determine the number of disadvantaged and handicapped persons in Kentucky, where their needs are not being adequately served, and the approximate cost of implementing each suggested program, service or activity. The following objectives were identified to fulfill the intent of the project purpose.

1. Identify the number of people in Kentucky, secondary age level and above, who meet the criteria for disadvantaged and handicapped as specified in the *State Plan for the Administration of Vocational Education* and the *State Plan for Rehabilitation*.

    1.1 List and define specific criteria used in the identification of disadvantaged persons in the above mentioned documents.

    1.2 List and define specific criteria used in the identification of handicapped persons in the above mentioned documents.

    1.3 Given specific criteria, develop data gathering instrument for use by Regional Vocational Education and Rehabilitation offices.

    1.4 Given Regional Office support, collect specific data relative to the number of individuals qualifying within each target group in each category.

    1.5 Based on the proportion of previously identified youth in the secondary schools, vocational-technical schools, and vocational rehabilitation programs, develop a formula to project the number of adults who would meet the criteria for disadvantaged and handicapped as outlined in the above mentioned documents.

    1.6 Compare projected proportion of disadvantaged and handicapped adults with the number of individuals currently being served by the Bureau of Vocational Rehabilitation.

2. Identify those vocational education programs currently available in Kentucky that specifically address themselves to the disadvantaged.

    2.1 Through Regional Offices, identify special programs designed to serve the disadvantaged.

    2.2 Determine the number of students served through those programs identified in 2.1 above.

    2.3 Develop proportion comparing those receiving special services to the total number of disadvantaged previously identified.

3. Identify those vocational education programs currently available in Kentucky that specifically address themselves to the handicapped.

   3.1 Through Regional Offices, identify special programs designed to serve the handicapped.

   3.2 Determine the number of students served through those programs identified in 3.1 above.

   3.3 Develop proportion comparing those receiving special services to the total number handicapped previously identified.

4. Identify that portion of the target populations of disadvantaged and handicapped that could benefit from vocational education.

   4.1 Identify viable educational alternatives to vocational education for the target populations.

   4.2 Identify anomalies that might be detrimental to success in or completion of vocational education programs.

   4.3 Define the "opportunity factor" as it affects student entrance into vocational programs.

5. Compare supportive services provided for the target populations to supportive services provided for non-target populations.

   5.1 Identify supportive services common to all vocational education groups.

   5.2 Identify special supportive services available only to target populations.

6. Identify the extent to which present programs, services and activities provided by Vocational Education and Rehabilitation have met the vocational needs of individuals in the target populations.

   6.1 Through respective regional offices, procure follow-up study data from target population groups regarding relevancy of vocational and rehabilitation programs to employment needs.

   6.2 Where data in 6.1 is unavailable, conduct follow-up survey on random sample of target populations to determine the relevancy of programs in meeting employment needs.

7. Through follow-up data above, determine proportion of target population currently working in employment related to their vocational education or rehabilitation training.

8. Develop written recommendations based on information gained through objectives 1 through 7.

8.1 Prepare formal recommendations report.

8.2 Develop slide/tape series summarizing recommendations for use by state personnel.

9. Prepare detailed cost analysis regarding the implementation of the recommendations specified in number 8.

9.1 Develop total cost data for both target populations.

9.2 Report unit cost data (per capita) for both target populations based on proportion currently being served and on those who might benefit from this service.

DISADVANTAGED

	Overage	Communication Difficulty	Frequent Absenteeism	Reading Problem	Math Problem	Hostile or Apathetic Behavior	Economic Assistance	Other
– Bilingual and/or bicultural instruction		x	x	x				
– Class size - lower than average	x	x	x	x	x	x		
– Core programming	x	x	x	x	x	x		
– Curriculum development - develop or modify instructional materials and teaching techniques	x	x	x	x	x	x		
– Flexible scheduling - Extended day, week or term	x	x	x	x	x	x		
– Free clothing							x	
– Free school materials							x	
– Free transportation							x	
– Guidance and counseling - individual, group and/or family	x	x	x			x	x	
– Identification of students	x	x	x	x	x	x	x	
– Individualized instruction	x	x	x	x	x	x		
– Instructional materials - special	x	x	x	x	x	x		
– Interpreter service		x						
– Job placement and follow-up services (special)	x	x	x	x	x	x		
– Media specialist	x	x	x	x	x	x		
– Mini-courses	x	x	x	x	x	x		
– Paraprofessional services	x	x	x	x	x	x		
– Program developer/planner/coordinator	x	x	x	x	x	x	x	
– Progress records (special)	x	x	x	x	x	x		
– Psychological services	x	x	x	x	x	x		
– Recruitment	x	x	x	x	x	x	x	
– Remedial teachers	x	x	x	x	x	x		
– Resource center	x	x	x	x	x	x		
– Social work and/or family involvement	x	x	x	x	x	x	x	
– Special facilities, i.e., workshop, mobile unit, etc.		x		x	x	x		
– Special staff, -- i.e., bilinquist, reading or math specialist, etc.		x		x	x	x		
– Staff training and orientation	x	x	x	x	x	x	x	
– Staffings - prescription programming	x	x	x	x	x	x		
– Student employment - cost to school							x	
– Summer orientation program	x	x	x	x	x	x		
– Testing, evaluation - special diagnosis of student and/or program	x	x	x	x	x	x	x	
– Tutorial services	x	x	x	x	x	x		

From State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
1035 Outer Park Drive
Springfield, Illinois 62706

Figure 1

Chapter III

METHODS

A comprehensive review of the literature shows that most vocational needs assessment studies of the disadvantaged and handicapped survey only the teachers of such persons. In such a survey each teacher completes a questionnaire, which usually takes the form of a profile sheet or a sample response sheet containing statements reflecting the basic criteria for classifying disadvantaged and handicapped persons. An example of this type of form is shown in Figure 1. By surveying teachers an assessment can be made of those students who have already been identified as being disadvantaged and/or handicapped. But, what about those students who might be disadvantaged and/or handicapped and have not yet been identified? Existing data shows that 17.96% of the students enrolled in secondary vocational education programs are disadvantaged, and 1.3% of the students are handicapped. So that we might obtain data on disadvantaged and handicapped students in general, it was our design to survey a representative sample of students and their teachers. Such a survey would allow us to analyze the vocational needs of the disadvantaged and handicapped, whether they were presently enrolled in vocational programs or not.

Defining the Disadvantaged and Handicapped

It is imperative that a needs assessment project first define the population whose needs are to be assessed. The Vocational Education Act of 1963 stated that "vocational education shall be provided for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular vocational education programs." This statement reflected vocational education's acceptance of the challenge to meet the vocational education needs of "special groups." "The general label of 'special groups' has been easy to make, but to get the operational definitions adequate for establishing, implementing and evaluating programs has not been easy (Phillips 1976)." Definitions of special groups, which comprises the general subgroup of "handicapped" and "disadvantaged", were not included in the 1963 Act. The lack of specific definitions of the handicapped and disadvantaged resulted in little coordination of local, state, and federal planning agencies. Nationally, only 79 programs for students were established according to a study entitled, *A National Survey of Vocational Education Programs for Students with Special Needs*, published in May, 1966.

To add more teeth to the 1963 Act, the 1968 Vocational Education Amendments defined the terms handicapped and disadvantaged. The **handicapped** were defined as ". . . persons who are mentally retarded, hard of hearing, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special educational and related services." The 1968 Amendments defined **disadvantaged** as persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program.

In 1970, more inclusive definitions appeared in the Federal Register:

> 'Disadvantaged persons' means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and

who for that reason require specifically designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linquistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

'Handicapped persons' means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health inpaired persons who by reason of their handicapped condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

It was further specified (1) that the inability to succeed in a regular vocational program be the basis for identifying the disadvantaged and handicapped; (2) that individuals, not groups, be so identified; and (3) that the inability to succeed be the result of a handicapping condition rather than the cause of the condition.

A comprehensive review of the literature shows that most states have accepted the *Federal Register's* definitions and are using them in their planning. These definitions were incorporated into the 1973 publication *Vocational Education - Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968*. Prior to this publication, states developed their own identification and classfication systems. As a result, data on the disadvantaged and handicapped were not readily comparable among the states. This situation, in part, resulted from the use of SURGE (*Suggested Utilization of Resources and Guide for Expenditures*, Bureau of Adult, Vocational and Technical Education), which was primarily aimed at providing methods of implementing programs and services rather than providing a means to identify and classify the disadvantaged and handicapped. The Guidelines publication was intended to aid the development of identification and classification systems for use by the states. The Kentucky Bureau of Vocational Education followed these guidelines to identify and classify the disadvantaged and handicapped, and incorporated the 1970 *Federal Register* definitions. To assure comparability of project data wtih existing data on disadvantaged and handicapped persons in Kentucky, this project accepted the 1970 *Federal Register* definitions for identification and classification of disadvantaged and handicapped persons.

Eligibility for vocational rehabilitation services are based only on (1) the presence of a physical or mental disability which for the individual constitutes or results in a substantial handicap to employment, and (2) a reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability.

It should be noted that the primary difference between the Bureau of Vocational Education's definition of the handicapped and that of the Bureau of Rehabilitation Services are the two "inability" factors. In Vocational Education a person is handicapped if the condition results in an inability to succeed in a regular vocational education program, and in Vocational Rehabilitation a person is considered handicapped if the condition results in an inability to become employed.

Selecting the Sample Population

The approach was to survey each of the 14 vocational regions in Kentucky. Based on the available student enrollment figures, it was determined that by selecting 20% of the schools in each

region and surveying 50% of the juniors and seniors in each school that the sample population would be approximately 10,000 students.

Each school was selected, based on its representative size. This was done by ranking the high schools in each region by size from the largest to the smallest school. The next step was to select 20% of the schools in each region. Using Region 1 as an example (Figure 2), 20% of the 21 schools in the region is approximately four. To determine the four schools to be surveyed, the list of 21 schools was divided into four groups and the mean school from each group was then selected to represent the regions.

The four schools selected in Region 1 have a combined enrollment of approximately 2,022 students, of which approximately 950 are juniors and seniors. The sample population was determined by randomly selecting 50% of the juniors and seniors, which for Region 1 totaled approximately 475 students. This same procedure was used for each of the 14 vocational regions in Kentucky. (See Appendix A.)

Using this method for identifying the sample population, it was estimated that approximately 10,115 juniors and seniors throughout Kentucky would be surveyed. This figure would establish a sample student population of approximately 10% of the total junior and senior population.

Since it was possible for one teacher to have one or more of the students surveyed, it was impossible to estimate how many teachers would be part of the survey. It also became apparent, as schools were contacted for permission to participate in the survey, that the biggest drawback against participating was the undetermined amount of teacher time the survey might take. Because this was the prime objection to participating, the project staff decided to survey only students. If we had insisted on surveying teachers, the prime factor for determining the sample schools would have been only those few willing to place this time burden on their teachers. Even after making this adjustment, 47% of the schools selected to participate declined the offer. Some of the reasons were:

— We have only college preparatory students
— We have too many requests for surveys
— Not enough time to schedule
— We feel that this has already been done
— Too many other responsibilities for staff
— Counselors recommended against it
— Busing is already taking up too much time
— Our school is closed as of June 1, 1976
— Our school does not have any disadvantaged or handicapped students
— We never see the results of these surveys, so why participate?

The general approach to obtaining permission to survey students in a given school was to address the request to the principal. The project proposal had stated that each Regional Vocational Director would be utilized as the liaison with the secondary schools within each region. After discussing this approach with state department personnel, it was suggested that the project staff go directly to each prinicipal.

With the exception of schools in Jefferson and Fayette counties, each principal was in a position to make a decision on our request. In Jefferson County, a formal request was submitted with a copy of our project proposal to Dr. Frank Rapley, Assistant Superintendent, Department of Research and Evaluation. Permission was obtained to approach school principals in Jefferson

REGION 1

Enrollment	High School
1,192	Marshall County High School
1,107	Paducah Tilghman High School
900	Calloway County High School
822	Lone Oaks High School
789	Reidland High School
744	Mayfield High School
710	Murray High School
631	Heath High School
550	Ballard Memorial High School
365	Fulton County High School
360	Carlisle County High School
336	Hickman County High School
295	St. Mary's High School
256	Wingo High School
239	Lowes High School
234	Symsonia High School
200	Fulton City High School
196	Farmington High School
158	Sedacia High School
146	Cuba High School
140	Fancy Farm High School

Sample Population:

900
631
295
196
2,022

950 Jr. & Sr.
50% = 475 students

Figure 2

County schools if: (1) schools already involved in a student survey were not included; and (2) in our survey permission was obtained from the parents of each student to be surveyed. (See Appendix B.) A form letter was written for use in obtaining parental permission for the students selected to participate in the survey. (See Appendix C.)

After many phone calls and letters, permission to survey 66 schools was obtained. This figure was obtained after contacting a total of 118 school principals. The final figure contains 70% of the original schools identified to be surveyed.

Instrument Development

By design, the nucleus of the project was the development and implementation of a data collecting instrument. Before beginning the actual development of the survey instrument, a panel of consultants was selected to work with the project staff. (See Appendix D for a list of panel members.) The panel was composed of teachers, counselors, administrators, and state department personnel who had experience dealing with the needs of disadvantaged and handicapped persons. The primary purpose of this panel was to assist in identifying the specific criteria to be used in defining disadvantaged and handicapped persons, and in the development of a student survey instrument.

Working with the panel of consultants, it was decided that the student survey instrument should contain questions reflective of the criteria for identifying the handicapped and disadvantaged as stated in *The Kentucky Handbook for Planning and Evaluating Local Vocational Education Programs* (Chapters IV and V). In addition, the following elements were considered during the development of the survey items and format:

- No item should imply that the person completing the survey is either disadvantaged or handicapped
- The reading level of each item should be as low as possible without becoming demeaning
- The survey should not take more than 15 minutes to complete
- The survey should utilize a Standard Answer Sheet so answers can be read by an optical scanner and placed on computer tape
- All items should avoid sexual and racial stereotyping
- The number of items contained in the survey instrument should be kept to a minimum

By working with the panel of consultants, the project staff was able to implement the above elements into the survey intstrument.

A working draft of the survey was completed and pilot tested at Mill Creek Vocational Center, Southwick Center for EMH Students, and Ballard High School. The Mill Creek and Southwick Centers offered an opportunity to test the instrument with handicapped students. Many of these students had trouble reading the questions, so the survey was read to the students to determine if they understood the questions. Where necessary some questions were rewritten, but little more could be done to reduce the reading level. It was decided that when administering the survey to the sample population, the educator administering the survey should decide whether the instrument be

read aloud to the students. On the average, the majority of students in the pilot test were able to complete the survey in 15 minutes. A copy of the student survey instrument is contained in Appendix E.

The pilot test also revealed that it was important for students to be given simple instructions containing an example of how to use the answer sheet. In addition to the instructions on each survey form, additional instructions were developed for the educator in charge of administering the survey. (See Appendix F.) These instructions also contained additional information on some of the items students had questioned during the pilot test. This information was provided to standardize the interpretation of the survey items.

To assure that the survey instrument did not contain items that could be considered an invasion of privacy, a legal opinion was obtained from the University of Louisville Legal Council. (See Appendix G.) The opinion of the council was that the survey instrument was consistent with the law. The important factor in this decision was based on our not requiring students completing the survey to give their name.

Data Analysis and Processing

Since the major data source for this project involved surveying juniors and seniors in 20% of the high schools in each of the 14 vocational regions in Kentucky, analyzing this amount of data could become a tremendous endeavor. The initial task was to determine the best method of recording student responses. Because of the large number of items and students being surveyed, it was decided that all student responses should be recorded on an optical scanning form (DS 8760) supplied by the Optical Scanning Corporation. Through this method, all student responses could be read by an optical scanner and recorded on magnetic tape. The *Statistical Package for the Social Sciences* (SPSS) was selected for data analysis of the information obtained through the survey. The codebook containing all the input to SPSS needed to identify the variables in the raw data is located in Appendix H of this report.

Each student completing the survey would be given a seven digit identification (I.D.) number, which would enable the project staff to identify individual answer sheets, schools, and regions without recording the names of students completing the survey. (See Figure 3.) The first two digits

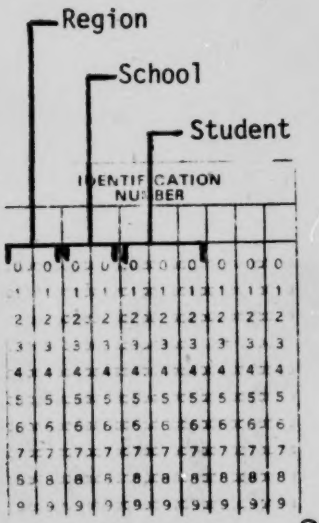

Figure 3

identify the vocational region; the next two digits the school; and the last three digits the students. To avoid duplication of I.D. numbers and simplify the instructions for recording each number on the answer sheet, students in each school were given the first four digits as their I.D. number. This meant the number would be the same for all students in a given school. Upon receiving the answer sheets from each school, the project staff arbitrarily assigned the last three digits to complete the I.D. number.

Collecting Data on Programs and Services Provided

All the data necessary to assess the needs of disadvantaged and handicapped persons in Kentucky could not be obtained from a survey of students alone. In addition to data obtained from students, it was necessary to obtain information on programs and services currently available in Kentucky, which specifically address themselves to the disadvantaged and/or handicapped. The project staff went to three sources for their information: Vocational Regional Directors; the Bureau of Vocational Rehabilitation Services; and the Special Vocational Education Unit in the Bureau of Vocational Education.

Since obtaining information from the Regional Directors involved working with 14 directors, it was important to classify the area in which data was needed. A questionnaire was developed to accomplish this objective. (See Appendix I.) This questionnaire was designed to obtain data on the number of programs and type of service available in each region for disadvantaged and handicapped persons, and the number of students being served.

Because of the types of services provided by the Bureau of Vocational Rehabilitation Services are by law different than those provided by the Bureau of Vocational Education, more supportive (counseling, transportation, evaluation, physical and mental restoration services, placement, etc.) than directly educational, the type of data and its classification was necessarily different from that obtained from vocational education sources. By working directly with the Bureau of Vocational Rehabilitation Services, the project staff was able to obtain data on programs, services and activities, and number of individuals served by the Bureau of Vocational Rehabilitation Services. This raw data is contained in Appendix J of this report.

In addition to the data on vocational education programs provided disadvantaged and handicapped persons obtained from Regional Directors, additional information on programs and services was obtained from the Special Vocational Programs Unit. The raw data obtained from this investigation is contained in Appendix K.

The information obtained from the above mentioned sources provided the project with the following data:

— Number of programs and type of service (supportive, modified, and special) provided in each region for disadvantaged persons

— Number of programs and type of service provided in each region for handicapped persons

— Number of disadvantaged persons served

— Number of handicapped persons served

— Number and type of programs and services provided persons by the Bureau of Vocational Education

— Number of individuals served by the Burea of Vocational Rehabilitation

All the above mentioned data was gathered for a comparitive analysis with that data obtained from the sample population. This analysis is contained in the following chapter of this report.

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Chapter IV

RESULTS

The process of surveying all the schools making up the representative sample took place over a period of three months. The first step in the process was to visit each school to be surveyed. The purpose of each visit was to meet with the school principal and those people who would be administering the survey instrument. Because of the number of schools involved in the survey and the limited number of project staff, it was not possible for a staff member to administer the survey in each school. This meant that the actual administration of the instruments would be done by either principals, counselors, or teachers. By meeting with these people in each school, the staff was able to inform them of the purpose of our survey, the procedure to be used in administering the survey, the least disruptive procedure for identifying who would be surveyed, and the most appropriate schedule to be followed. It was not policy to dictate specific procedures for identifying those students to be surveyed, since a standard procedure would not be appropriate for all schools. The only requirement was that the sample population be selected on a random basis.

All but five of the 66 schools participating in the survey were visited by project members. The five schools not visited were small schools and each prinicipal gave us permission to mail the survey materials to them.

Each school participating in the survey was given stamped-addressed envelopes for mailing the answer sheets and survey booklets back to the University of Louisville. Approximately seven percent of the returned answer sheets were lost and/or damaged in the mail. Where possible, the data on the damaged sheets was transferred to new answer sheets.

The Winter of 1976-77 will be remembered by most people for its severe weather, which resulted in the closing of many Kentucky schools. The closing of schools also had an effect on this project. Because seven schools had not completed the survey before their school was suddenly closed, they were not able to get the completed surveys to us before we had to finalize the tape for computer analysis. After all the answer sheets were obtained, the total number of students in our sample population came to 8,145. This figure was 81% of the original estimated 10,115 juniors and seniors to be surveyed.

Univariate Frequencies on the Sample Population

Students taking part in the survey were asked to select the appropriate response for 38 questions. They were also informed that they did not have to answer any questions they considered to be too personal.

The term "general" was used to classify the univariate frequencies of the total sample population. As indicated earlier in this report, many of the questions contained in the survey reflect the criterion for identifying disadvantaged and/or handicapped persons. To identify those students that might fall into one of these categories, it was necessary to program the computer to compare certain variables (questions). Those students classified as possibly being disadvantaged were all students indicating thay they had either a reading problem, writing problem, math problem, or their most frequently received grade was either a D or F; and was in one of the following categories:

1. Speak another language better than English

2. Negative attitude toward school (dislike some of the time or view it as a necessary evil)

3. Ethnicity (any response but white)

4. Welfare recipient

5. Family income less than $6,000

6. Necessary to work to stay in school

7. Negative attitude toward learning (like learning only things of interest, or dislike most of the time)

8. Absentee rate (miss three or more days a month)

Using these variables for determining those students who might be disadvantaged, a total of 2,119 out of the sample population of 8,145 met the conditions. This figure represents 26% of the total population.

The same general procedure was used to identify those students who might be handicapped. Those students having a reading problem, a writing problem, a math problem, or a D or F as their most frequently received grade; and was in one of the following categories were classified as being handicapped:

1. Trouble seeing most of the time

2. Trouble hearing most of the time

3. Speech problems

4. Trouble standing most of the time

5. Trouble walking most of the time

6. Trouble using arms or hands most of the time

The number of students classified as being handicapped was 1,251 or 15.35% of the total population. Tables I - XV contain the response frequencies for each question in the survey on a statewide and regional basis.

Target Population Characteristics

Summarizing the data contained in Tables I - XV, the following characteristics describe the average student participating in the survey:

General Student Surveyed

— 16 or 17 years old (84.8%)

— 11th or 12th grade (98.9%)

— misses one day a month or less of school (65.1%)

— likes school most of the time (50.7%)

— received an A or B in reading (60.2%), writing (63.5%), and math (58.7%) related courses

— lives in a small town or rural area (69.7%)

— does not work after school (65.6%)

— expects to attend junior college or college (45.5%)

— mother (67.5%) and father (58%) has a high school education or less

— likes learning most of the time (49.7%)

— feels vocational training would help him/her (62.6%)

— feels that training opportunities are available (66.3%)

— is not enrolled in a vocational program (65.3%)

Handicapped Student Surveyed

— 16 or 17 years old (77.1%)

— 11th or 12th grade (97.3%)

— misses one day a month or less of school (54.6%)

— likes school some of the time, dislikes school most of the time, or finds it to be a necessary evil (62.6%)

— received a C or less in reading (56.2%), writing (53.6%), and math (60.6%) related courses

— lives in a small town or rural area (70.0%)

— does not have a job after school (65.4%)

— expects to graduate from high school and/or technical school (54.1%)

— mother (69.8%) and father (61.2%) has a high school education or less

— feels that most people can do things better than he/she (55.5%)

— has trouble seeing most of the time (54.0%)

— likes to learn some of the time or likes learning only things of interest (57.6%)

— feels vocational training would help him/her (65.4%)

— is not enrolled in a vocational program (64.7%)

Disadvantaged Student Surveyed

— 16 or 17 years old (80.0%)

— 11th or 12th grade (98.1%)

— misses two days or more a month (44.3%)

— likes school some of the time, dislikes school most of the time, finds it to be a necessary evil (62.8%)

— received a C or less in reading (57.6%), writing (55.9%), and math (58.7%) related courses

— lives in a small town or rural area (66.6%)

— does not have a job after school (34.8%), but might have to work to stay in school (45.2%)

— expects to graduate high school and/or go to techincal school (52.8%)

— mother (70.0%) and father (60.3%) has a high school education or less

— likes to learn some of the time or likes learning only things of interest (59.3%)

— feels vocational training would help him/her (67.2%)

— feels that training opportunities are available (59.7%)

— is not enrolled in a vocational program (64.9%)

TABLE I - STATEWIDE DATA

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.3%	0.7%	0.5%
14	0.3%	0.5%	0.5%
15	5.4%	5.6%	3.9%
16	44.0%	38.6%	38.1%
17	40.8%	38.5%	41.9%
18	7.6%	12.5%	12.2%
19	1.1%	2.2%	1.9%
20	0.2%	0.5%	0.4%
21	0.2%	1.0%	0.6%
GRADE LEVEL:			
Tenth Grade	0.8%	1.9%	1.1%
Eleventh Grade	51.9%	51.0%	50.5%
Twelfth Grade	47.0%	46.3%	47.6%
Other	0.4%	0.8%	0.8%
SEX:			
Girl:	50.0%	51.1%	47.0%
Boy:	50.0%	48.9%	53.0%
ABSENTEE RATE:			
1 day Month or less	65.1%	54.6%	43.1%
2 days a month	19.6%	21.7%	16.4%
3 days a month	7.8%	9.5%	19.7%
4 days a month	4.0%	6.6%	10.9%
5 or more days	3.6%	7.6%	10.0%
ATTITUDE TOWARD SCHOOL:			
Like most of time	50.7%	37.4%	37.2%
Like some of time	35.6%	39.5%	41.3%
Dislike most times	9.0%	13.9%	13.8%
Necessary evil	4.7%	9.2%	7.7%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	16.1%	36.8%	31.7%
No	83.9%	63.2%	68.3%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	19.5%	9.8%	11.2%
B	40.7%	33.9%	31.2%
C	31.6%	39.3%	40.8%
D	7.1%	13.9%	14.2%
F	1.0%	3.2%	2.6%
TROUBLE WRITING REPORTS:			
Yes	30.4%	54.8%	55.0%
No	69.6%	45.2%	45.0%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	20.1%	10.3%	10.1%
B	43.4%	36.1%	34.1%
C	29.0%	36.6%	39.4%
D	6.3%	13.1%	13.0%
F	1.2%	3.9%	3.5%
MATH PROBLEM:			
Yes	34.9%	57.3%	57.8%
No	65.1%	42.7%	42.2%
MOST FREQUENT GRADE - MATH:			
A	21.5%	11.5%	11.8%
B	37.2%	27.9%	29.5%
C	30.2%	38.1%	36.2%
D	9.9%	19.2%	19.3%
F	1.2%	3.3%	3.2%

TABLE I - STATEWIDE DATA (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	20.4%	10.8%	10.3%
B	42.4%	35.2%	35.2%
C	30.9%	41.7%	41.6%
D	5.3%	9.6%	10.4%
E	1.1%	2.7%	2.4%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	4.0%	8.2%	11.0%
No	96.0%	91.8%	89.0%
ETHNICITY:			
American Indian	2.5%	4.1%	6.3%
Black	7.5%	11.6%	17.8%
Far Eastern	0.9%	2.4%	2.5%
Spanish	0.8%	1.3%	2.1%
White	86.1%	76.8%	65.1%
Other	2.2%	3.8%	5.6%
LOCATION OF RESIDENCE:			
Large City	17.2%	17.9%	21.6%
Suburbs	13.2%	12.1%	11.9%
Small City or Town	32.9%	34.9%	32.2%
Rural	36.8%	35.1%	34.4%
WELFARE RECIPIENT:			
Yes	5.7%	9.5%	15.5%
No	91.6%	85.0%	80.0%
Don't Know	2.7%	5.5%	4.5%

	General	Handicapped	Dis-Advantaged
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	29.7%	39.2%	45.2%
No	70.3%	60.8%	54.8%
FAMILY INCOME:			
Below $3,000	3.5%	7.1%	7.0%
$3,001 - $6,000	7.2%	7.5%	11.3%
$6,001 - $9,000	6.5%	7.4%	6.8%
$9,001 - $12,000	8.9%	7.2%	8.0%
$12,001 - $15,000	8.9%	7.4%	7.0%
$15,001 - $18,000	6.5%	5.6%	4.8%
$18,001 - or more	13.8%	12.6%	8.9%
Don't Know	44.7%	45.1%	46.2%
PERSONS IN HOME:			
One	0.5%	1.6%	1.0%
Two	4.1%	5.0%	5.6%
Three	15.9%	14.2%	14.2%
Four	26.2%	21.8%	22.1%
Five	22.7%	22.2%	21.3%
Six	14.6%	14.0%	15.4%
Seven	8.2%	8.8%	9.3%
Eight or More	7.7%	12.5%	11.1%
JOB:			
Yes	34.4%	34.6%	34.8%
No	65.6%	65.4%	65.2%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	16.3%	26.2%	41.1%
No	83.7%	73.8%	58.9%

TABLE I - STATEWIDE DATA (CONTINUED)

	General	Handicapped	Dis-Advantaged
EDUCATIONAL EXPECTATIONS:			
Drop out high school	1.2%	3.5%	3.2%
Graduate high school	23.4%	27.1%	27.1%
Technical	24.3%	27.0%	25.7%
One-two yrs. Jr. college	9.5%	8.7%	9.5%
Graduate college	23.8%	17.8%	17.3%
Graduate training	12.2%	9.1%	8.5%
Military	5.7%	6.8%	8.7%
OCCUPATIONAL ASPIRATIONS #1:			
Math	3.0%	1.3%	1.3%
Engineering	6.7%	4.8%	6.1%
Medicine	7.6%	5.4%	5.6%
Para-medical	10.2%	9.6%	9.2%
Business analytic	5.1%	3.7%	3.3%
Business administration	6.5%	6.8%	6.0%
Perf-visual arts	5.7%	6.3%	5.7%
Literary - legal	4.5%	5.0%	3.2%
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	7.8%	8.8%	9.9%
Technical	2.3%	3.1%	2.8%
Crafts - trade	6.8%	7.9%	7.7%
Agriculture	5.2%	4.8%	6.0%
Mechanics	4.2%	5.5%	6.0%
Attendants	1.0%	1.8%	1.1%
Clerical	9.8%	8.3%	7.8%
Services	3.2%	4.3%	3.9%
Sales	1.4%	2.4%	1.8%
Sports	8.9%	9.8	10.95%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	9.7%	13.7%	13.5%
Completed 8th grade	12.9%	15.1%	13.6%
Some high school	12.6%	12.6%	12.0%
Complete high school	22.8%	19.8%	21.2%
Some training after H.S.	5.6%	5.5%	5.5%
Some college	4.4%	4.0%	3.5%
Two years college	4.7%	4.9%	3.6%
Four years college	12.8%	9.7%	8.1%
A technical, business or trade school	2.4%	1.6%	2.2%
Don't know	12.1%	13.0%	16.7%
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	4.8%	7.8%	7.6%
Completed 8th grade	11.2%	12.0%	12.9%
Some high school	16.8%	18.5%	18.9%
Complete high school	34.7%	31.5%	30.6%
Some training after H.S.	4.9%	4.7%	4.2%
Some college	4.6%	3.8%	3.8%
Two years college	4.9%	3.2%	3.4%
Four years college	7.7%	6.9%	5.1%
A technical, business or trade school	1.8%	1.2%	1.4%
Don't know	8.6%	10.2%	12.1%
DEFENSIVE ATTITUDE:			
Yes	21.8%	38.4%	32.8%
No	78.2%	61.6%	67.2%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	36.8%	55.5%	45.6%
No	63.2%	44.5%	54.4%

TABLE I - STATEWIDE DATA (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY SEEING:			
Yes	11.2%	54.0%	17.8%
No	88.8%	46.0%	82.2%
DIFFICULTY HEARING:			
Yes	5.7%	28.6%	10.3%
No	94.3%	71.4%	89.7%
DIFFICULTY SPEAKING:			
Yes	5.1%	27.2%	10.8%
No	94.9%	72.8%	89.2%
DIFFICULTY STANDING:			
Yes	3.1%	15.8%	6.8%
No	96.9%	84.2%	93.2%
DIFFICULTY WALKING:			
Yes	2.5%	13.2%	5.7%
No	97.5%	86.8%	94.3%
DIFFICULTY USING HANDS OR ARMS:			
Yes	2.1%	10.9%	4.7%
No	97.9%	89.1%	95.3%

	General	Handicapped	Dis Advantaged
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	49.7%	39.1%	40.7%
Like to learn some of the time	16.3%	17.3%	17.0%
Like learning only things of interest	33.0%	40.3%	40.2%
Dislike learning most of the time	1.0%	3.2%	2.1%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	62.6%	65.4%	67.2%
No	15.5%	12.5%	10.4%
Don't know	21.9%	22.2%	22.5%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	34.7%	35.3%	35.1%
No	65.3%	64.7%	64.9%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	66.3%	61.2%	59.7%
No	14.5%	18.1%	17.6%
Don't know	19.2%	20.7%	22.6%

TABLE II - REGION I

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.3%	2.6%	0.5%
14			
15	2.5%		1.5%
16	46.6%	42.1%	40.9%
17	41.6%	34.2%	40.4%
18	7.7%	18.4%	12.6%
19	0.8%	2.6%	3.0%
20	0.3%		0.5%
21	0.3%		0.5%
GRADE LEVEL:			
Tenth Grade	0.3%		0.5%
Eleventh Grade	49.7%	39.5%	51.8%
Twelfth Grade	49.5%	57.9%	46.7%
Other	.5%	2.6%	1.0%
SEX:			
Girl	51.9%	47.4%	52.8%
Boy	48.1%	52.6%	47.2%
ABSENTEE RATE:			
1 day a month or less	67.7%	60.5%	43.4%
2 days a month	18.1%	18.4%	17.3%
3 days a month	9.0%	13.2%	20.9%
4 days a month	2.5%	2.6%	7.7%
5 or more days	2.7%	5.3%	10.7%
ATTITUDE TOWARD SCHOOL:			
Like most of time	57.0%	43.2%	38.6%
Like some of time	32.5%	29.7%	41.6%
Dislike most times	6.6%	16.2%	13.2%
Necessary evil	3.9%	10.8%	6.6%

	General	Handicapped	Dis Advantaged
READING PROBLEM:			
Yes	13.7%	32.4%	34.4%
No	86.3%	67.6%	65.6%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	21.4%	5.3%	9.1%
B	44.7%	50.0%	30.8%
C	27.1%	34.2%	46.5%
D	6.0%	5.3%	12.1%
F	0.8%	5.3%	1.5%
TROUBLE WRITING REPORTS:			
Yes	25.1%	47.4%	49.2%
No	74.9%	52.6%	50.8%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	23.9%	7.9%	12.1%
B	47.8%	42.1%	33.8%
C	22.8%	39.5%	42.4%
D	4.7%	7.9%	10.1%
F	0.8%	2.6%	1.5%
MATH PROBLEM:			
Yes	35.2%	52.6%	54.8%
No	64.8%	47.4%	45.2%
MOST FREQUENT GRADE - MATH:			
A	21.1%	10.5%	13.2%
B	41.9%	26.3%	30.5%
C	27.1%	44.7%	40.6%
D	8.2%	13.2%	14.2%
F	1.6%	5.3%	1.5%

TABLE II - REGION I (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	19.9%	5.3%	10.1%
B	48.4%	52.6%	39.2%
C	27.3%	28.9%	39.7%
D	3.6%	7.9%	10.6%
F	0.8%	5.3%	0.5%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	3.8%	15.8%	13.1%
No	96.2%	84.2%	86.9%
ETHNICITY:			
American Indian	2.5%	8.1%	8.2%
Black	2.2%	5.4%	23.6%
Far Eastern	0.6%		4.1%
Spanish	0.8%		4.1%
White	92.0%	83.8%	52.3%
Other	1.9%	2.7%	7.7%
LOCATION OF RESIDENCE:			
Large city	1.6%	5.3%	3.6%
Suburbs	3.8%	2.6%	4.6%
Small city or town	36.2%	36.8%	55.2%
Rural	58.4%	55.3%	36.6%
WELFARE RECIPIENT:			
Yes	3.6%	5.3%	7.7%
No	94.8%	92.1%	87.7%
Don't Know	1.6%	2.6%	4.6%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	27.3%	27.0%	37.9%
No	72.7%	73.0%	62.1%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	1.7%	7.9%	4.1%
$3,001 - $6,000	2.5%		6.7%
$6,001 - $9,000	7.8%	7.9%	8.2%
$9,001 - $12,000	8.6%	2.6%	8.7%
$12,001 - $15,000	12.3%	5.3%	9.2%
$15,001 - $18,000	8.4%	5.3%	5.1%
$18,001 - or more	15.6%	23.7%	9.7%
Don't know	43.2%	47.4%	48.2%
PERSONS IN HOME:			
One	1.1%	8.1%	2.0%
Two	3.8%	2.7%	4.6%
Three	14.5%	8.1%	14.3%
Four	35.9%	48.6%	25.0%
Five	26.6%	16.2%	26.0%
Six	9.6%	2.7%	12.2%
Seven	4.9%	2.7%	6.6%
Eight or more	3.6%	10.8%	9.2%
JOB:			
Yes	42.7%	55.6%	35.5%
No	57.3%	44.4%	64.5%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	11.7%	31.6%	31.8%
No	88.3%	68.4%	68.2%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	.8%	2.7%	2.1%
Graduate high school	19.7%	16.2%	23.2%
Technical	20.5%	32.4%	23.7%
One-two years Jr. college	16.3%	13.5%	12.4%
Graduate college	28.5%	21.6%	16.5%
Graduate training	11.9%	10.8%	11.3%
Military	2.2%	2.7%	10.8%

TABLE II - REGION I (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	3.2%		
Engineering	4.8%		
Medicine	4.2%		
Para-medical	12.2%		
Business analytic	5.8%		
Business adm.	6.3%		
Perf-visual arts	5.3%		
Literary - legal	5.3%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	9.5%		
Technical	2.1%		
Crafts - trade	5.3%		
Agriculture	7.9%		
Mechanics	2.1%		
Attendants	12.2%		
Clerical	3.7%		
Services	2.1%		
Sales	7.9%		
Sports			
HIGHEST GRADE COMPLETED - FATHER			
Less than 8th grade	7.4%	10.8%	12.4%
Completed 8th grade	8.8	13.5%	11.9%
Some high school	15.7%	10.8%	10.9%
Complete high school	32.7%	29.7%	21.8%
Some training after H.S.	7.4%	8.1%	5.7%
Some college	2.5%		3.1%
2 years college	6.6%	10.8%	6.2%
4 years college	8.5%	5.4%	8.3%
A technical, business, or trade school	2.2%		
Don't know	8.2%	10.8%	19.7%

	General	Handicapped	Dis. Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	1.7%	2.7%	5.1%
Completed 8th grade	8.3%	13.5%	13.1%
Some high school	17.9%	16.2%	17.2%
Complete high school	36.6%	35.1%	32.3%
Some training after H.S.	6.9%	10.8%	3.5%
Some college	7.2%	2.7%	2.0%
2 years college	4.4%	5.4%	5.1%
4 years college	8.5%	2.7%	6.6%
A technical, business or trade school	2.2%	2.7%	1.0%
Don't know	6.3%	8.1%	14.1%
DEFENSIVE ATTITUDE:			
Yes	15.2%	32.4%	24.1%
No	84.8%	67.6%	75.9%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	32.6%	55.6%	43.5%
No	67.4%	44.4%	56.5%
DIFFICULTY SEEING:			
Yes	7.8%	50.0%	16.8%
No	92.2%	50.0%	83.2%
DIFFICULTY HEARING:			
Yes	5.2%	35.1%	13.2%
No	94.8%	64.9%	86.8%

TABLE II - REGION I (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY SPEAKING:			
Yes	3.6%	24.3%	11.2%
No	96.4%	75.7%	88.8%
DIFFICULTY STANDING:			
Yes	1.9%	16.2%	7.1%
No	98.1%	83.8%	92.9%
DIFFICULTY WALKING:			
Yes	2.2%	18.9%	5.6%
No	97.8%	81.1%	94.4%
DIFFICULTY USING HANDS OR ARMS:			
Yes	1.4%	11.4%	3.6%
No	98.6%	88.6%	96.4%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	50.5%	33.3%	34.5%
Like to learn some of the time	18.4%	30.6%	22.2%
Like learning only things of interest	30.5%	30.6%	41.2%
Dislike learning most of the time	0.5%	5.6%	2.1%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	66.9%	83.3%	69.1%
No	12.7%	8.3%	10.8%
Don't Know	20.4	8.3%	20.1%

	General	Handicapped	Dis-Advantaged
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	41.7%	51.4%	30.4%
No	58.3%	48.6%	69.6%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	71.5%	72.2%	54.1%
No	10.5%	19.4%	17.3%
Don't know	18.0%	8.3%	28.6%

TABLE III - REGION II

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.4%		0.8%
14			
15	4.7%	2.9%	2.3%
16	46.4%	47.1%	34.6%
17	37.6%	35.3%	43.1%
18	8.4%	10.3%	14.6%
19	2.1%	2.9%	3.8%
20			
21	0.4%	1.5%	0.8%
GRADE LEVEL:			
Tenth Grade	0.9%		
Eleventh Grade	58.9%	65.7%	55.0%
Twelfth Grade	39.4%	32.8%	43.4%
Other	0.9%	1.5%	1.6%
SEX:			
Girl	56.2%	56.7%	55.8%
Boy	43.8%	43.3%	44.2%
ABSENTEE RATE:			
1 day month or less	64.4%	53.0%	46.9%
2 days a month	18.9%	22.7%	17.2%
3 days a month	8.5%	9.1%	18.0%
4 days a month	4.8%	9.1%	8.6%
5 or more days	3.5%	6.1%	9.4%
ATTITUDE TOWARD SCHOOL:			
Like most of time	51.0%	35.8%	40.8%
Like some of time	36.1%	40.3%	40.0%
Dislike most times	8.6%	14.9%	13.8%
Necessary evil	4.3%	9.0%	5.4%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	17.3%	49.3%	34.4%
No	82.7%	50.7%	65.6%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	16.1%	1.5%	7.7%
B	39.5%	31.3%	28.5%
C	37.3%	49.3%	51.5%
D	6.9%	16.4%	11.5%
F	0.2%	1.5%	0.8%
TROUBLE WRITING REPORTS:			
Yes	29.7%	46.3%	51.5%
No	70.3%	53.7%	48.5%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	19.4%	10.4%	10.8%
B	43.1%	29.9%	36.2%
C	31.0%	46.3%	42.3%
D	6.0%	11.9%	10.0%
F	0.4%	1.5%	0.8%
MATH PROBLEM:			
Yes	35.2%	57.4%	55.0%
No	64.8%	42.6%	45.0%
MOST FREQUENT GRADE - MATH:			
A	16.6%	14.9%	14.6%
B	38.1%	28.4%	28.5%
C	37.1%	37.3%	42.3%
D	8.2%	19.4%	14.6%
F			

TABLE III - REGION II (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	15.7%	7.4%	9.9%
B	43.2%	33.8%	38.2%
C	35.5%	45.6%	41.2%
D	5.6%	13.2%	10.7%
F			
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	5.4%	8.8%	11.5%
No	94.6%	91.2%	88.5%
ETHNICITY:			
American Indian	3.7%	5.9%	7.8%
Black	14.4%	22.1%	32.8%
Far Eastern	1.7	4.4%	6.3%
Spanish	2.6%		4.7%
White	73.3%	61.8%	40.6%
Other	4.3%	5.9%	7.8%
LOCATION OF RESIDENCE:			
Large city	1.3%	3.0%	2.4%
Suburbs	3.7%	7.6%	6.3%
Small city or town	63.0%	60.6%	66.9%
Rural	32.0%	28.8%	24.4%
WELFARE RECIPIENT:			
Yes	3.5%	6.2%	7.0%
No	94.6%	90.8%	89.1%
Don't know	1.9%	3.1%	3.9%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	28.9%	47.8%	40.3%
No	71.1%	52.2%	59.7%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	2.2%	6.0%	3.9%
$3,001 - $6,000	3.9%	6.0%	7.8%
$6,001 - $9,000	7.6%	13.4%	7.8%
$9,001 - $12,000	9.5%	9.0%	7.8%
$12,001 - $15,000	8.7%	7.5%	9.3%
$15,001 - $18,000	6.9%	4.5%	5.4%
$18,001 - or more	13.4%	4.5%	7.8%
Don't Know	47.8%	49.3%	50.4%
PERSONS IN HOME:			
One	.6%	1.5%	
Two	3.0%	4.5%	3.9%
Three	18.3%	17.9%	12.4%
Four	26.0%	25.4%	23.3%
Five	23.2%	22.4%	24.8%
Six	15.1%	9.0%	16.3%
Seven	7.1%	9.0%	8.5%
Eight or more	6.7%	10.4%	10.9%
JOB:			
Yes	32.2%	25.4%	26.9%
No	67.8%	74.6%	73.1%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	13.8%	20.6%	30.8%
No	86.2%	79.4%	69.2%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	0.4%		0.8%
Graduate high school	20.2%	22.4%	17.8%
Technical	24.8%	35.8%	27.9%
One-two years Jr. college	12.6%	6.0%	13.2%
Graduate college	22.2%	20.9%	16.3%
Graduate training	12.2%	6.0%	10.1%
Military	7.6%	9.0%	14.0%

TABLE III - REGION II (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	5.1%		
Engineering	3.4%		
Medicine	8.6%		
Para-medical	13.7%		
Business analytic	1.7%		
Business adm.	5.7%		
Perf-visual arts	6.3%		
Literary - legal	5.1%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	9.1%		
Technical	2.3%		
Crafts - trade	4.6%		
Agriculture	6.3%		
Mechanics	2.8%		
Attendants	1.7%		
Clerical	10.8%		
Services	2.3%		
Sales	2.3%		
Sports	8.6%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	7.4%	18.2%	11.1%
Completed 8th grade	10.9%	13.6%	11.9%
Some high school	7.6%	9.1%	9.5%
Complete high school	24.8%	13.6%	19.0%
Some training after H.S.	6.3%	6.1%	5.6%
Some college	5.0%	4.5%	4.8%
2 years college	6.5%	4.5%	4.8%
4 years college	15.0%	7.6%	7.9%
A technical, business or trade school	2.2%	3.0%	
Don't know	14.2%	19.7%	25.4%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	3.9%	9.0%	6.1%
Completed 8th grade	8.9%	11.9%	11.5%
Some high school	14.9%	16.4%	17.6%
Complete high school	36.1%	37.3%	32.1%
Some training after H.S.	6.0%	3.0%	2.3%
Some college	5.0%	4.5%	2.3%
2 years college	6.3%	1.5%	6.1%
4 years college	8.2%	3.0%	3.8%
A technical, business or trade school	1.5%		
Don't know	9.3%	13.4%	18.3%
DEFENSIVE ATTITUDE:			
Yes	20.0%	36.4%	24.0%
No	80.0%	63.6%	76.0%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	36.1%	56.7%	46.1%
No	63.9%	43.3%	53.9%
DIFFICULTY SEEING:			
Yes	11.0%	52.9%	17.6%
No	89.0%	47.1%	82.4%
DIFFICULTY HEARING:			
Yes	5.8%	28.4%	12.3%
No	94.2%	71.6%	87.7%
DIFFICULTY SPEAKING:			
Yes	5.4%	29.9%	11.5%
No	94.6%	70.1%	88.5%

TABLE III - REGION II (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	3.7%	15.2%	6.9%
No	96.3%	84.8%	93.1%
DIFFICULTY WALKING:			
Yes	2.4%	12.1%	4.6%
No	97.6%	87.9%	95.4%
DIFFICULTY USING HANDS OR ARMS:			
Yes	2.4%	2.6%	3.1%
No	97.6%	92.4%	96.9%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	46.6%	34.8%	35.9%
Like to learn some of the time	18.0%	16.7%	20.3%
Like learning only things of interest	34.7%	47.0%	42.2%
Dislike learning most of the time	0.7%	1.5%	1.6%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	64.9%	69.2%	69.5%
No	13.7%	4.6%	9.4%
Don't know	21.5%	26.2%	21.1%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	25.4%	24.2%	20.9%
No	74.6%	75.8%	79.1%

	General	Handicapped	Dis-Advantaged
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	54.3%	58.5%	49.6%
No	19.5%	10.8%	17.8%
Don't know	26.2%	30.8%	32.6%

TABLE IV - Region III

	General	Handicapped	Dis-Advantaged
AGE:			
13			
14			
15	4.2%	3.2%	2.2%
16	46.2%	34.9%	38.5%
17	42.3%	46.0%	49.5%
18	6.6%	11.1%	6.6%
19	0.4%	1.6%	1.1%
20	0.2%	1.6%	1.1%
21	0.2%	1.6%	1.1%
GRADE LEVEL:			
Tenth Grade	0.7%	1.5%	1.1%
Eleventh Grade	54.6%	50.8%	47.9%
Twelfth Grade	44.1%	44.6%	48.9%
Other	0.5%	3.1%	2.1%
SEX:			
Girl	46.5%	45.2%	42.7%
Boy	53.5%	54.8%	57.3%
ABSENTEE RATE:			
1 day month or less	69.4%	59.4%	42.2%
2 days a month	18.5%	18.8%	14.4%
3 days a month	5.9%	9.4%	21.1%
4 days a month	2.6%	1.6%	7.8%
5 or more days	3.7%	10.9%	14.4%
ATTITUDE TOWARD SCHOOL:			
Like most of time	50.2%	25.8%	28.3%
Like some of time	34.9%	50.0%	38.0%
Dislike most times	11.5%	15.2%	23.9%
Necessary evil	3.5%	9.1%	9.8%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	15.1%	43.9%	36.7%
No	84.9%	56.1%	63.3%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	22.1%	10.4%	12.8%
B	36.1%	26.9%	26.6%
C	30.3%	41.8%	31.9%
D	9.4%	16.4%	21.3%
F	2.0%	4.5%	7.4%
TROUBLE WRITING REPORTS:			
Yes	26.9%	66.2%	56.7%
No	73.1%	33.8%	43.3%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	24.2%	6.1%	13.2%
B	40.1%	34.8%	27.5%
C	27.3%	39.8%	34.3%
D	6.6%	18.2%	15.4%
F	1.8%	1.5%	7.7%
MATH PROBLEM:			
Yes	27.1%	44.8%	52.2%
No	72.9%	55.2%	47.8%
MOST FREQUENT GRADE - MATH			
A	30.1%	13.4%	19.4%
B	37.9%	31.3%	26.9%
C	23.2%	38.8%	32.3%
D	7.4%	14.9%	17.2%
F	1.3%	1.5%	4.3%

TABLE IV - REGION III (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	27.1%	13.6%	15.2%
B	40.6%	31.8%	28.3%
C	27.0%	43.9%	43.5%
D	4.7%	9.1%	10.9%
F	0.5%	1.5%	2.2%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	3.8%	10.4%	19.4%
No	96.2%	89.6%	80.6%
ETHNICITY:			
American Indian	2.9%	9.2%	11.1%
Black	5.5%	3.1%	11.1%
Far Eastern	1.1%	4.6%	4.4%
Spanish	0.4%	1.5%	1.1%
White	88.5%	78.5%	66.7%
Other	1.6%	3.1%	5.6%
LOCATION OF RESIDENCE:			
Large city	19.6%	17.9%	15.4%
Suburbs	11.2%	7.5%	5.5%
Small city or town	17.6%	14.9%	15.4%
Rural	51.7%	59.7%	63.7%
WELFARE RECIPIENT:			
Yes	3.8%	9.1%	13.0%
No	93.3%	84.8%	82.6%
Don't know	2.9%	6.1%	4.3%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	19.2%	31.7%	36.0%
No	80.8%	68.3%	64.0%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	2.6%	9.2%	5.6%
$3,001 - $6,000	3.5%	1.5%	5.6%
$6,001 - $9,000	6.1%	9.2%	2.2%
$9,001 - $12,000	7.3%	7.7%	7.9%
$12,001 - $15,000	9.5%	6.2%	6.7%
$15,001 - $18,000	7.7%	4.6%	3.4%
$18,001 - or more	18.0%	16.9%	15.7%
Don't know	45.3%	44.6%	52.8%
PERSONS IN HOME:			
One	0.7%	4.7%	3.3%
Two	3.8%	3.1%	4.3%
Three	17.2%	17.2%	14.1%
Four	25.4%	18.8%	28.3%
Five	22.5%	20.3%	23.9%
Six	14.8%	18.8%	10.9%
Seven	8.0%	7.8%	4.3%
Eight or more	7.5%	9.4%	10.9%
JOB:			
Yes	40.7%	43.1%	42.9%
No	59.3%	56.9%	57.1%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	9.7%	18.8%	34.8%
No	90.3%	81.3%	65.2%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	1.1%	4.6%	4.4%
Graduate high school	26.7%	35.4%	38.5%
Technical	25.2%	26.2%	19.8%
One-two years Jr. college	6.8%	3.1%	6.6%
Graduate college	23.9%	18.5%	14.3%
Graduate training	11.9%	4.6%	7.7%
Military	4.4%	7.7%	8.8%

TABLE IV - REGION III (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	2.0%		
Engineering	7.8%		
Medicine	9.4%		
Para-medical	9.4%		
Business analytic	5.7%		
Business adm.	6.4%		
Perf-visual arts	5.4%		
Literary - legal	5.1%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	7.1%		
Technical	2.0%		
Crafts - trade	6.1%		
Agriculture	5.4%		
Mechanics	5.1%		
Attendants	1.2%		
Clerical	9.1%		
Services	1.2%		
Sales	1.0%		
Sports	9.4%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	5.3%	12.3%	8.7%
Completed 8th grade	10.6%	16.9%	13.0%
Some high school	15.2%	16.9%	9.8%
Complete high school	26.9%	35.4%	32.6%
Some training after H.S.	6.2%		3.3%
Some college	7.3%	6.2%	5.4%
2 years college	4.8%	1.5%	6.5%
4 years college	11.7%	4.6%	6.5%
A technical, business or trade school	1.5%		
Don't know	10.4%	6.2%	14.1%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	3.7%	10.4%	8.6%
Completed 8th grade	7.3%	9.0%	6.5%
Some high school	14.4%	20.9%	19.4%
Complete high school	39.5%	35.8%	30.1%
Some training after H.S.	6.6%	4.5%	4.3%
Some college	5.1%	3.0%	4.3%
2 years college	5.1%	3.0%	2.2%
4 years college	6.9%	4.5%	5.4%
A technical, business or trade school	2.0%		3.2%
Don't know	9.3%	9.0%	16.1%
DEFENSIVE ATTITUDE:			
Yes	20.7%	43.8%	36.3%
No	79.3%	56.3%	63.7%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	35.3%	56.1%	45.7%
No	64.7%	43.9%	54.3%
DIFFICULTY SEEING:			
Yes	8.4%	48.4%	17.6%
No	91.6%	51.6%	82.4%
DIFFICULTY HEARING:			
Yes	4.3%	25.4%	8.5%
No	95.7%	74.6%	91.5%

TABLE IV - REGION III (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY SPEAKING:			
Yes	4.5%	29.9%	14.9%
No	95.5%	70.1%	85.1%
DIFFICULTY STANDING:			
Yes	2.5%	10.6%	6.4%
No	97.5%	89.4%	93.6%
DIFFICULTY WALKING:			
Yes	2.6%	16.9%	8.5%
No	97.4%	83.1%	91.5%
DIFFICULTY USING HANDS OR ARMS:			
Yes	1.5%	12.7%	5.4%
No	98.5%	87.3%	94.6%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	52.2%	29.2%	30.0%
Like to learn some of the time	13.6%	18.5%	16.7%
Like learning only things of interest	32.2%	44.6%	46.7%
Dislike learning most of the time	2.0%	7.7%	6.7%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	60.9%	68.8%	59.3%
No	17.2%	10.7%	13.2%
Don't know	21.8%	20.3%	27.5%

	General	Handicapped	Dis-Advantaged
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	33.9%	37.9%	32.3%
No	66.1%	62.1%	67.7%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	68.3%	64.1%	53.3%
No	11.9%	18.8%	23.9%
Don't know	19.8%	17.2%	22.8%

TABLE V - REGION IV

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.3%		
14	0.3%		
15	4.0%	3.0%	2.7%
16	53.3%	47.7%	45.5%
17	36.9%	37.9%	41.8%
18	4.7%	9.1%	10.0%
19	0.5%	1.5%	
20			
21		0.8%	
GRADE LEVEL:			
Tenth Grade	0.3%		
Eleventh Grade	57.3%	57.3%	52.7%
Twelfth Grade	41.7%	42.0%	47.3%
Other	0.8%	0.8%	
SEX:			
Girl	53.5%	51.9%	48.1%
Boy	46.5%	48.1%	51.9%
ABSENTEE RATE:			
1 day month or less	59.4%	47.3%	34.5%
2 days a month	19.1%	17.8%	11.8%
3 days a month	8.8%	10.1%	20.9%
4 days a month	5.8%	14.7%	15.5%
5 or more days	6.9%	10.1%	17.3%
ATTITUDE TOWARD SCHOOL:			
Like most of time	52.5%	35.1%	40.9%
Like some of time	35.1%	38.9%	36.4%
Dislike most times	7.4%	16.0%	13.6%
Necessary evil	5.0%	9.9%	9.1%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	15.6%	43.4%	31.2%
No	84.4%	56.6%	68.8%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	26.6%	7.6%	15.5%
B	34.6%	28.2%	26.4%
C	28.2%	44.3%	35.5%
D	8.2%	17.6%	19.1%
F	2.4%	2.3%	3.6%
TROUBLE WRITING REPORTS:			
Yes	32.8%	50.4%	60.9%
No	67.2%	49.6%	39.1%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	24.1%	10.7%	15.5%
B	42.9%	36.6%	36.4%
C	23.5%	37.4%	30.9%
D	7.4%	10.7%	11.8%
F	2.1%	4.6%	5.5%
MATH PROBLEM:			
Yes	36.9%	57.3%	52.3%
No	63.1%	42.7%	47.7%
MOST FREQUENT GRADE - MATH:			
A	25.2%	14.5%	12.7%
B	39.3%	29.0%	37.3%
C	24.7%	36.6%	30.0%
D	9.8%	18.3%	19.1%
F	1.1%	1.5%	0.9%

TABLE V - REGION IV (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	27.8%	9.8%	12.7%
B	39.7%	35.6%	39.1%
C	25.1%	40.2%	32.7%
D	5.8%	12.9%	12.7%
F	1.6%	1.5%	2.7%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	4.5%	9.2%	11.8%
No	95.5%	90.8%	88.2%
ETHNICITY:			
American Indian	3.5%	3.8%	6.4%
Black	12.8%	19.7%	25.7%
Far Eastern	1.6%	5.3%	3.7%
Spanish	0.8%	0.8%	2.8%
White	79.5%	65.9%	56.0%
Other	1.9%	4.5%	5.5%
LOCATION OF RESIDENCE:			
Large city	2.4%	3.8%	4.5%
Suburbs	1.9%	5.4%	0.9%
Small city or town	30.7%	48.5%	31.8%
Rural	65.1%	42.3%	62.7%
WELFARE RECIPIENT:			
Yes	4.8%	3.9%	8.3%
No	92.3%	92.2%	88.1%
Don't know	2.9%	3.9%	3.7%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	35.5%	45.3%	50.9%
No	64.5%	54.7%	49.1%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	3.7%	4.6%	5.6%
$3,001 - $6,000	10.2%	8.5%	13.0%
$6,001 - $9,000	9.1%	11.5%	11.1%
$9,001 - $12,000	8.3%	8.5%	12.0%
$12,001 - $15,000	7.8%	5.4%	2.8%
$15,001 - $18,000	4.8%	5.4%	5.6%
$18,001 - or more	6.7%	6.2%	3.7%
Don't know	49.5%	50.0%	46.3%
PERSONS IN HOME:			
One	0.3%	0.8%	
Two	4.2%	3.8%	8.3%
Three	20.2%	16.9%	19.3%
Four	24.1%	25.4%	17.4%
Five	22.5%	24.6%	23.9%
Six	13.8%	9.2%	11.9%
Seven	8.0%	10.8%	13.8%
Eight or more	6.9%	8.5%	5.5%
JOB:			
Yes	24.5%	30.2%	19.4%
No	75.5%	69.8%	80.6%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	19.7%	22.1%	39.4%
No	80.3%	77.9%	60.6%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	1.6%	2.3%	3.7%
Graduate high school	29.9%	30.0%	35.8%
Technical	23.8%	27.7%	21.1%
One-two years Jr. college	6.1%	5.4%	5.5%
Graduate college	20.3%	17.7%	15.6%
Graduate training	12.6%	10.0%	11.0%
Military	5.6%	6.9%	7.3%

TABLE V - REGION IV (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	3.6%		
Engineering	2.8%		
Medicine	12.1%		
Para-medical	15.7%		
Business analytic	2.8%		
Business adm.	5.0%		
Perf-visual arts	5.7%		
Literary - legal	5.7%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	5.7%		
Technical	1.4%		
Crafts - trade	6.4%		
Agriculture	8.6%		
Mechanics	1.4%		
Attendants	4.3%		
Clerical	7.8%		
Services	3.6%		
Sales	1.4%		
Sports	5.7%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	16.8%	14.7%	22.9%
Completed 8th grade	16.2%	20.9%	18.3%
Some high school	13.0%	11.6%	13.8%
Complete high school	22.3%	14.7%	16.5%
Some training after H.S.	5.9%	6.2%	4.6%
Some college	1.6%	3.1%	2.8%
2 years college	2.1%	3.9%	2.8%
4 years college	7.4%	8.5%	5.5%
A technical, business, or trade school	2.4%	2.3%	
Don't know	12.2%	14.0%	12.8%
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	8.5%	7.7%	12.8%
Completed 8th grade	18.0%	15.4%	18.3%
Some high school	18.0%	17.7%	22.9%
Complete high school	29.7%	31.5%	20.2%
Some training after H.S.	4.0%	5.4%	4.6%
Some college	4.0%	3.1%	3.7%
2 years college	4.0%	2.3%	1.8%
4 years college	4.8%	5.4%	3.7%
A technical, business or trade school	2.7%	1.5%	2.8%
Don't know	6.4%	10.0%	9.2%
DEFENSIVE ATTITUDE:			
Yes	25.7%	39.8%	40.7%
No	74.3%	60.2%	59.3%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	42.4%	59.7%	50.5%
No	57.6%	40.3%	49.5%
DIFFICULTY SEEING:			
Yes	12.2%	51.5%	20.0%
No	87.8%	48.5%	80.0%
DIFFICULTY HEARING:			
Yes	6.1%	27.7%	12.8%
No	93.9%	72.3%	87.2%
DIFFICULTY SPEAKING:			
Yes	7.7%	31.3%	13.6%
No	92.3%	68.7%	86.4%

TABLE V - REGION IV (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	4.3%	18.8%	9.2%
No	95.7%	81.3%	90.8%
DIFFICULTY WALKING:			
Yes	4.2%	15.4%	7.3%
No	95.8%	84.6%	92.7%
DIFFICULTY USING HANDS OR ARMS:			
Yes	3.5%	11.6%	6.4%
No	96.5%	88.4%	93.6%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	48.5%	36.4%	43.1%
Like to learn some of the time	13.8%	14.7%	11.0%
Like learning only things of interest	36.1%	45.7%	42.2%
Dislike learning most of the time	1.6%	3.1%	3.7%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	58.1%	61.4%	62.6%
No	19.5%	11.0%	14.0%
Don't know	22.4%	27.6%	23.4%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	36.5%	29.5%	36.7%
No	63.5%	70.5%	63.3%

	General	Handicapped	Dis-Advantaged
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	65.3%	59.4%	57.8%
No	15.7%	16.4%	17.4%
Don't know	18.9%	24.2%	24.8%

TABLE VI - REGION V

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.3%		1.3%
14	0.6%	2.3%	2.6%
15	3.9%	4.5%	3.9%
16	36.0%	38.6%	34.2%
17	50.5%	36.4%	43.4%
18	8.4%	15.9%	13.2%
19	0.3%	2.3%	1.3%
20			
21			
GRADE LEVEL:			
Tenth Grade			
Eleventh Grade	42.3%	51.2%	45.9%
Twelfth Grade	57.7%	48.8%	54.1%
Other			
SEX:			
Girl	52.4%	55.6%	40.8%
Boy	47.3%	44.4%	59.2%
ABSENTEE RATE:			
1 day month or less	76.6%	71.1%	58.4%
2 days a month	13.8%	24.4%	15.6%
3 days a month	5.7%	2.2%	15.6%
4 days a month	2.7%	2.2%	9.1%
5 or more days	1.2%		1.3%
ATTITUDE TOWARD SCHOOL:			
Like most of time	55.1%	44.2%	38.7%
Like some of time	34.3%	48.8%	41.3%
Dislike most times	8.4%	7.0%	14.7%
Necessary evil	2.1%		5.3%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	18.4%	27.9%	33.8%
No	81.6%	72.1%	66.2%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	12.9%	6.7%	7.8%
B	47.9%	35.6%	33.8%
C	33.5%	51.1%	44.2%
D	5.1%	4.4%	11.7%
F	0.6%	2.2%	2.6%
TROUBLE WRITING REPORTS:			
Yes	29.3%	48.9%	54.5%
No	70.7%	51.1%	45.5%
MOST FREQUENT GRADES - WRITING REQUIRED COURSE:			
A	16.8%	8.9%	14.3%
B	48.5%	48.9%	31.2%
C	27.5%	26.7%	39.0%
D	6.6%	15.6%	13.0%
F	0.6%		2.6%
MATH PROBLEM:			
Yes	35.2%	61.9%	56.0%
No	64.8%	38.1%	44.0%
MOST FREQUENT GRADE - MATH:			
A	16.8%	8.9%	10.5%
B	40.2%	24.4%	31.6%
C	33.0%	46.7%	39.5%
D	9.6%	17.8%	17.1%
F	0.3%	2.2%	1.3%

TABLE VI - REGION V (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	12.4%	4.8%	8.2%
B	52.4%	50.0%	34.2%
C	30.9%	42.9%	49.3%
D	3.9%	2.4%	6.8%
F	0.3%		1.4%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	3.7%	7.3%	12.5%
No	96.3%	92.7%	87.5%
ETHNICITY:			
American Indian	1.5%		4.0%
Black	9.9%	11.6%	28.0%
Far Eastern	1.2%	4.7%	5.3%
Spanish	0.3%		1.3%
White	86.1%	81.4%	58.7%
Other	0.9%	2.3%	2.7%
LOCATION OF RESIDENCE:			
Large city	0.6%	2.3%	1.3%
Suburbs			
Small city or town	39.8%	50.0%	40.8%
Rural	59.6%	47.7%	57.9%
WELFARE RECIPIENT:			
Yes	5.7%	4.7%	18.7%
No	91.3%	90.7%	73.3%
Don't know	3.0%	4.7%	8.0%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	26.3%	27.9%	40.0%
No	73.7%	72.1%	60.0%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	4.0%	2.3%	10.5%
$3,001 - $6,000	8.9%	4.7%	11.8%
$6,001 - $9,000	8.6%	23.3%	15.8%
$9,001 - $12,000	7.6%	2.3%	7.9%
$12,001 - $15,000	8.6%	4.7%	6.6%
$15,001 - $18,000	5.5%	9.3%	1.3%
$18,001 - or more	11.9%	2.3%	6.6%
Don't know	45.0%	51.2%	39.5%
PERSONS IN HOME:			
One			
Two	3.0%	2.3%	
Three	16.5%	13.6%	13.2%
Four	29.4%	20.5%	28.9%
Five	18.9%	15.9%	15.8%
Six	14.1%	20.5%	21.1%
Seven	8.1%	4.5%	6.6%
Eight or more	9.9%	22.7%	14.5%
JOB:			
Yes	29.1%	20.5%	27.6%
No	70.9%	79.5%	72.4%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	16.0%	29.5%	46.7%
No	84.0%	70.5%	53.3%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	2.1%	2.3%	6.7%
Graduate high school	25.4%	29.5%	28.0%
Technical	23.6%	27.3%	13.3%
One-two years Jr. college	12.1%	11.4%	4.0%
Graduate college	19.9%	11.4%	20.0%
Graduate training	9.4%	2.3%	9.3%
Military	7.6%	15.9%	18.7%

TABLE VI - REGION V (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	4.6%		
Engineering	6.9%		
Medicine	3.1%		
Para-medical	7.7%		
Business analytic	4.6%		
Business adm.	8.5%		
Perf-visual arts	3.8%		
Literary - legal			
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	7.7%		
Technical	2.3%		
Crafts - trade	7.7%		
Agriculture	9.2%		
Mechanics	3.8%		
Attendants	2.3%		
Clerical	13.1%		
Services	5.4%		
Sales	1.5%		
Sports	6.9%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	10.0%	7.0%	9.3%
Completed 8th grade	18.2%	16.3%	22.7%
Some high school	10.9%	16.3%	16.5%
Complete high school	20.1%	16.3%	8.0%
Some training after H.S.	7.0%	11.6%	10.7%
Some college	4.6%	7.0%	1.3%
2 years college	4.3%	4.7%	2.7%
4 years college	9.1%	4.7%	8.0%
A technical, business or trade school	0.9%		1.3%
Don't know	14.9%	16.3%	20.0%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	1.5%	2.3%	6.6%
Completed 8th grade	15.7%	20.5%	17.1%
Some high school	15.1%	11.4%	15.8%
Complete high school	36.0%	40.9%	26.3%
Some training after H.S.	4.5%	4.5%	5.3%
Some college	3.0%	2.3%	
2 years college	4.5%	2.3%	1.3%
4 years college	6.6%	4.5%	7.9%
A technical, business or trade school	1.2%		1.3%
Don't know	11.8%	11.4%	18.4%
DEFENSIVE ATTITUDE:			
Yes	18.4%	34.9%	37.3%
No	81.6%	65.1	62.7%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	41.7%	60.0%	62.0%
No	58.3%	40.0%	38.0%
DIFFICULTY SEEING:			
Yes	9.7%	55.8%	17.1%
No	90.3%	44.2%	82.9%
DIFFICULTY HEARING:			
Yes	6.1%	31.7%	8.1%
No	93.9%	68.3%	91.9%
DIFFICULTY SPEAKING:			
Yes	4.2%	20.5%	7.9%
No	95.8%	79.5%	92.1%

TABLE VI - REGION V (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	0.6%	4.5%	1.3%
No	99.4%	95.5%	98.7%
DIFFICULTY WALKING:			
Yes	0.6%	4.7%	1.3%
No	99.4%	95.3%	98.7%
DIFFICULTY USING HANDS OR ARMS:			
Yes	0.9%	7.1%	4.1%
No	99.1%	92.9%	95.9%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	49.8%	40.5%	36.5%
Like to learn some of the time	14.2%	11.9%	14.9%
Like learning only things of interest	35.6%	47.6%	48.6%
Dislike learning most of the time	0.3%		
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	60.4%	72.7%	61.8%
No	14.4%	6.8%	11.8%
Don't know	25.2%	20.5%	26.3%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	46.7%	57.1%	40.5%
No	53.3%	42.9%	59.5%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	71.7%	63.4%	58.9%
No	11.9%	14.6%	17.8%
Don't know	16.4%	22.0%	23.3%

TABLE VII - Region VI

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.3%	1.4%	0.9%
14	0.3%	0.3%	0.6%
15	5.6%	6.0%	3.9%
16	41.5%	34.7%	35.7%
17	42.1%	40.7%	44.1%
18	8.3%	13.3%	11.9%
19	1.3%	1.9%	1.6%
20	0.4%	0.5%	0.4%
21	0.3%	1.4%	0.9%
GRADE LEVEL:			
Tenth Grade	0.9%	2.7%	1.9%
Eleventh Grade	52.1%	51.6%	51.6%
Twelfth Grade	46.7%	44.9%	45.7%
Other	0.4%	0.8%	0.9%
SEX:			
Girl	44.6%	45.5%	44.4%
Boy	55.4%	54.5%	55.6%
ABSENTEE RATE:			
1 day month or less	62.7%	50.1%	42.4%
2 days a month	19.6%	20.3%	15.9%
3 days a month	7.9%	11.0%	17.8%
4 days a month	5.1%	8.5%	12.8%
5 or more days	4.7%	10.1%	11.2%
ATTITUDE TOWARD SCHOOL:			
Like most of time	41.9%	29.2%	31.1%
Like some of time	40.1%	40.8%	44.0%
Dis[illegible] most times	11.7%	18.4%	15.1%
Necessary evil	6.3%	11.6%	9.9%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	18.1%	38.5%	31.6%
No	81.9%	61.5%	68.4%
MOST FREQUENT GRADE - READING:			
A	17.1%	9.0%	9.9%
B	42.3%	33.4%	33.6%
C	32.4%	40.8%	40.6%
D	7.1%	13.3%	13.2%
F	1.1%	3.5%	2.8%
TROUBLE WRITING REPORTS:			
Yes	30.3%	50.0%	53.6%
No	69.7%	50.0%	46.4%
MOST FREQUENT GRADE- WRITING REQUIRED COURSE:			
A	18.0%	8.4%	8.8%
B	44.2%	35.9%	34.3%
C	29.8%	36.2%	39.9%
D	6.8%	15.7%	14.0%
F	1.2%	3.8%	2.9%
MATH PROBLEM:			
Yes	35.0%	60.3%	59.7%
No	65.0%	39.7%	40.3%
MOST FREQUENT GRADE - MATH:			
A	20.8%	10.3%	11.7%
B	35.3%	26.8%	26.9%
C	29.6%	35.0%	34.9%
D	12.5%	23.0%	22.3%
F	1.8%	4.9%	4.2%

TABLE VII - REGION VI (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	19.5%	9.1%	8.9%
B	41.5%	33.7%	35.9%
C	31.0%	42.0%	40.6%
D	6.5%	11.9%	11.6%
F	1.6%	3.3%	2.9%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	4.2%	7.4%	9.1%
No	95.8%	92.6%	90.9%
ETHNICITY:			
American Indian	2.6%	5.2%	5.6%
Black	11.2%	17.4%	23.9%
Far Eastern	0.9%	2.2%	2.2%
Spanish	0.6%	1.1%	1.2%
White	81.9%	69.7%	60.3%
Other	2.8%	4.4%	6.9%
LOCATION OF RESIDENCE:			
Large city	44.1%	41.7%	48.5%
Suburbs	25.9%	18.5%	21.1%
Small city or town	13.4%	19.1%	13.7%
Rural	16.6%	20.7%	16.6%
WELFARE RECIPIENT:			
Yes	5.8%	11.4%	14.4%
No	92.1%	83.9%	82.1%
Don't know	2.1%	4.6%	3.5%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	31.8%	40.9%	47.2%
No	68.2%	59.1%	52.8%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	3.4%	7.7%	6.9%
$3,001 - $6,000	5.4%	5.4%	8.7%
$6,001 - $9,000	5.1%	5.4%	7.0%
$9,001 - $12,000	8.6%	6.5%	8.4%
$12,001 - $15,000	9.5%	8.5%	7.6%
$15,001 - $18,000	7.6%	8.0%	5.8%
$18,001 - or more	15.3%	14.8%	9.0%
Don't know	45.1%	43.8%	46.6%
PERSONS IN HOME:			
One	0.5%	1.4%	0.7%
Two	3.7%	4.7%	5.4%
Three	13.0%	11.5%	13.5%
Four	24.9%	17.9%	20.8%
Five	23.0%	22.8%	18.2%
Six	15.8%	15.4%	16.3%
Seven	10.0%	10.7%	11.0%
Eight or more	9.1%	15.7%	14.2%
JOB:			
Yes	37.5%	33.3%	35.9%
No	62.5%	66.7%	64.1%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	21.1%	28.6%	43.7%
No	78.9%	71.4%	56.3%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	1.5%	5.6%	3.7%
Graduate high school	19.8%	24.9%	22.5%
Technical	25.6%	29.4%	26.7%
One-two years Jr. college	8.9%	9.2%	11.3%
Graduate college	22.9%	13.7%	17.9%
Graduate training	15.1%	12.0%	10.7%
Military	6.3%	5.0%	7.3%

TABLE VII - REGION VI (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	3.2%		
Engineering	9.0%		
Medicine	8.1%		
Para-medical	8.4%		
Business analytic	6.8%		
Business adm.	7.6%		
Perf-visual arts	5.6%		
Literary - legal	4.2%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	6.3%		
Technical	2.4%		
Crafts - trade	7.4%		
Agriculture	4.2%		
Mechanics	4.0%		
Attendants	1.1%		
Clerical	8.3%		
Services	3.5%		
Sales	1.4%		
Sports	8.5%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	5.8%	8.5%	8.4%
Completed 8th grade	10.3%	11.9%	11.5%
Some high school	13.3%	13.8%	10.7%
Complete high school	25.2%	22.0%	26.9%
Some training after H.S.	5.3%	5.4%	5.6%
Some college	4.6%	3.7%	4.0%
2 years college	5.1%	5.9%	3.0%
4 years college	15.3%	12.1%	9.5%
A technical, business or trade school	2.9%	2.0%	2.5%
Don't know	12.2%	14.1%	17.9%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	3.2%	5.1%	4.0%
Completed 8th grade	7.2%	7.9%	9.3%
Some high school	16.6%	19.3%	18.2%
Complete high school	38.3%	34.6%	35.7%
Some training after H.S.	5.8%	5.4%	5.5%
Some college	4.7%	4.0%	4.0%
2 years college	5.6%	4.0%	4.1%
4 years college	7.6%	7.6%	5.5%
A technical, business or trade school	1.8%	1.1%	1.2%
Don't know	9.3%	11.0%	12.6%
DEFENSIVE ATTITUDE:			
Yes	22.9%	40.8%	32.0%
No	77.1%	59.2%	68.0%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	34.0%	53.2%	41.0%
No	66.0%	46.8%	59.0%
DIFFICULTY SEEING:			
Yes	12.6%	55.5%	19.2%
No	87.4%	44.5%	80.8%
DIFFICULTY HEARING:			
Yes	5.8%	27.1%	9.3%
No	94.2%	72.9%	90.7%
DIFFICULTY SPEAKING:			
Yes	5.5%	27.7%	10.8%
No	94.5%	72.3%	89.2%

TABLE VII - REGION VI (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	3.7%	18.1%	7.6%
No	96.3%	81.9%	92.4%
DIFFICULTY WALKING:			
Yes	3.3%	16.3%	7.1%
No	96.7%	83.7%	92.9%
DIFFICULTY USING HANDS OR ARMS:			
Yes	2.8%	13.3%	5.3%
No	97.2%	86.7%	94.7%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	46.4%	41.1%	42.4%
Like to learn some of the time	18.1%	16.1%	18.9%
Like learning only things of interest	34.2%	39.3%	36.4%
Dislike learning most of the time	1.3%	3.5%	2.4%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	59.8%	61.6%	64.3%
No	16.6%	13.9%	11.7%
Don't know	23.7%	24.5%	24.0%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	29.1%	30.7%	30.5%
No	70.9%	69.3%	69.5%

	General	Handicapped	Dis-Advantaged
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	63.1%	59.6%	58.0%
No	15.2%	20.2%	18.8%
Don't know	21.7%	20.2%	23.3%

TABLE VIII - REGION VII

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.1%	0.8%	0.3%
14	0.4%	0.8%	0.3%
15	7.3%	9.3%	3.6%
16	47.5%	33.3%	37.9%
17	37.6%	37.2%	40.8%
18	5.7%	13.2%	12.9%
19	1.0%	3.9%	2.9%
20	0.2%		0.3%
21	0.2%	1.6%	1.0%
GRADE LEVEL:			
Tenth Grade	0.1%	0.8%	0.3%
Eleventh Grade	53.0%	48.5%	50.2%
Twelfth Grade	46.8%	50.0%	48.6%
Other	0.1%	0.8%	1.0%
SEX:			
Girl	61.6%	69.3%	58.4%
Boy	38.4%	30.7%	41.6%
ABSENTEE RATE:			
1 day month or less	73.5%	62.8%	46.4%
2 days a month	17.5%	17.1%	19.2%
3 days a month	4.4%	7.8%	16.6%
4 days a month	2.2%	4.7%	8.8%
5 or more days	2.3%	7.8%	9.1%
ATTITUDE TOWARD SCHOOL:			
Like most of the time	48.0%	38.0%	39.5%
Like some of time	39.3%	43.4%	41.2%
Dislike most times	8.9%	13.2%	14.5%
Necessary evil	3.8%	5.4%	4.5%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	17.4%	34.4%	31.2%
No	82.6%	65.6%	68.8%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	18.0%	7.6%	8.7%
B	42.2%	33.6%	33.0%
C	33.0%	40.5%	43.9%
D	5.9%	14.5%	12.8%
F	0.9%	3.8%	1.6%
TROUBLE WRITING REPORTS:			
Yes	33.9%	58.1%	53.5%
No	66.1%	41.9%	46.5%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	19.5%	10.0%	9.4%
B	41.4%	32.3%	35.0%
C	31.5%	40.8%	41.7%
D	7.1%	14.6%	12.6%
F	0.5%	2.3%	1.3%
MATH PROBLEM:			
Yes	37.2%	56.9%	59.7%
No	62.8%	43.1%	40.3%
MOST FREQUENT GRADE - MATH:			
A	19.3%	9.2%	12.2%
B	37.6%	29.8%	27.2%
C	32.4%	38.7%	41.0%
D	9.5%	19.1%	17.0%
F	1.2%	3.1%	2.6%

TABLE VIII - REGION VII (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	19.9%	12.3%	11.0%
B	41.7%	29.2%	35.2%
C	33.6%	51.5%	44.5%
D	3.8%	4.6%	7.7%
F	1.0%	2.3%	1.6%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	3.7%	8.7%	12.4%
No	96.3%	91.3%	87.6%
ETHNICITY:			
American Indian	1.8%	1.6%	6.6%
Black	1.8%	3.9%	16.7%
Far Eastern	0.6%	0.8%	3.6%
Spanish	0.6%	1.6%	3.3%
White	92.9%	87.4%	62.0%
Other	2.2%	4.7%	7.9%
LOCATION OF RESIDENCE:			
Large city	1.5%	1.6%	2.3%
Suburbs	36.2%	34.9%	21.9%
Small city or town	48.2%	50.8%	58.2%
Rural	14.1%	12.7%	17.6%
WELFARE RECIPIENT:			
Yes	3.7%	9.2%	9.4%
No	94.5%	85.4%	86.6%
Don't know	1.8%	5.4%	3.9%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	27.7%	37.2%	42.1%
No	72.3%	62.8%	57.9%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	1.9%	5.4%	4.5%
$3,001 - $6,000	3.4%	5.4%	7.7%
$6,001 - $9,000	4.0%	5.4%	5.8%
$9,001 - $12,000	6.8%	6.2%	7.7%
$12,001 - $15,000	9.2%	6.9%	8.0%
$15,001 - $18,000	5.6%	1.5%	3.5%
$18,001 - or more	11.5%	7.7%	7.1%
Don't know	57.7%	61.5%	55.6%
PERSONS IN HOME:			
One	.4%	0.8%	0.3%
Two	4.0%	5.3%	4.5%
Three	13.1%	5.3%	10.6%
Four	23.0%	22.7%	23.4%
Five	19.3%	19.7%	21.2%
Six	17.4%	19.7%	17.6%
Seven	10.4%	11.4%	9.9%
Eight or more	12.4%	15.2%	12.5%
JOB:			
Yes	43.1%	47.3%	42.5%
No	56.9%	52.7%	57.5%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	16.1%	30.8%	42.9%
No	83.9%	69.2%	57.1%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	0.4%	2.3%	1.0%
Graduate high school	22.2%	23.8%	23.8%
Technical	23.6%	27.7%	27.3%
One-two years Jr. college	8.4%	4.6%	10.6%
Graduate college	30.4%	26.4%	18.6%
Graduate training	9.2%	6.9%	7.4%
Military	5.9%	9.2%	11.3%

TABLE VIII - REGION VII (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	3.7%		
Engineering	5.0%		
Medicine	7.9%		
Para-medical	9.2%		
Business analytic	6.8%		
Business adm.	4.8%		
Perf-visual arts	8.1%		
Literary - legal	3.5%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	8.8%		
Technical	1.5%		
Crafts - trade	5.9%		
Agriculture	4.8%		
Mechanics	3.5%		
Attendants	0.9%		
Clerical	9.7%		
Services	4.8%		
Sales	2.2%		
Sports	8.6%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	6.8%	11.5%	10.7%
Completed 8th grade	10.4%	11.5%	12.7%
Some high school	13.8%	14.5%	12.0%
Complete high school	24.8%	21.4%	19.2%
Some training after H.S.	6.1%	6.9%	6.8%
Some college	5.5%	5.3%	4.9%
2 years college	5.6%	3.8%	4.2%
4 years college	12.8%	9.9%	8.1%
A technical, business or trade school	2.7%	2.3%	2.6%
Don't know	11.6%	13.0%	18.8%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	2.2%	2.3%	4.2%
Completed 8th grade	8.9%	11.6%	12.2%
Some high school	17.8%	20.2%	20.5%
Complete high school	39.3%	30.2%	33.0%
Some training after H.S.	5.5%	5.4%	3.2%
Some college	4.3%	4.7%	4.2%
2 years college	4.4%	2.3%	5.1%
4 years college	7.3%	7.8%	3.8%
A technical, business or trade school	2.6%	2.3%	1.0%
Don't know	7.7%	13.2%	12.8%
DEFENSIVE ATTITUDE:			
Yes	21.2%	37.7%	30.6%
No	78.8%	62.3%	69.4%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	41.1%	51.2%	48.9%
No	58.9%	48.8%	51.9%
DIFFICULTY SEEING:			
Yes	9.9%	50.8%	18.8%
No	90.1%	49.2%	81.2%
DIFFICULTY HEARING:			
Yes	4.4%	21.7%	11.3%
No	95.6%	78.3%	88.7%
DIFFICULTY SPEAKING:			
Yes	4.0%	22.7%	11.0%
No	96.0%	77.3%	89.0%

TABLE VIII - REGION VII (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	3.3%	18.1%	7.8%
No	96.7%	81.9%	92.2%
DIFFICULTY WALKING:			
Yes	2.0%	11.7%	4.5%
No	98.0%	88.3%	95.5%
DIFFICULTY USING HANDS OR ARMS:			
Yes	1.7%	9.5%	3.6%
No	98.3%	90.5%	96.4%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	46.9%	34.6%	37.5%
Like to learn some of the time	19.6%	26.9%	19.1%
Like learning only things of interest	32.0%	33.1%	40.8%
Dislike learning most of the time	1.5%	5.4%	2.6%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	56.2%	67.4%	67.2%
No	16.3%	10.1%	9.4%
Don't know	27.5%	22.5%	23.4%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	26.1%	28.6%	26.3%
No	73.9%	71.4%	73.7%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	62.5%	58.5%	54.2%
No	13.6%	15.4%	15.8%
Don't know	23.9%	26.2%	30.0%

TABLE IX - REGION IX

	General	Handicapped	Dis-Advantaged
AGE:			
13	1.3%	2.2%	1.4%
14			
15	7.5%	8.7%	5.7%
16	48.7%	37.0%	38.6%
17	34.0%	32.6%	38.6%
18	6.9%	13.0%	12.9%
19	1.0%	2.2%	1.4%
20	0.3%	2.2%	
21	0.3%	2.2%	1.4%
GRADE LEVEL:			
Tenth Grade	0.3%		
Eleventh Grade	56.5%	48.9%	54.3%
Twelfth Grade	43.2%	51.1%	45.7%
Other			
SEX:			
Girl	45.9%	40.4%	35.7%
Boy	54.1%	59.6%	64.3%
ABSENTEE RATE:			
1 day month or less	66.2%	61.7%	52.9%
2 days a month	22.7%	31.9%	20.0%
3 days a month	6.2%	4.3%	18.6%
4 days a month	3.2%	2.1%	5.7%
5 or more days	1.6%		2.9%
ATTITUDE TOWARD SCHOOL:			
Like most of time	57.0%	53.2%	52.9%
Like some of time	30.6%	36.2%	31.4%
Dislike most times	6.8%	6.4%	11.4%
Necessary evil	5.5%	4.3%	4.3%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	14.6%	36.2%	31.4%
No	85.4%	63.8%	68.6%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	21.1%	19.1%	15.7%
B	41.9%	29.8%	20.0%
C	31.2%	40.4%	50.0%
D	4.9%	8.5%	12.9%
F	1.0%	2.1%	1.4%
TROUBLE WRITING REPORTS:			
Yes	34.5%	55.6%	63.8%
No	65.5%	44.4%	36.2%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	20.5%	14.9%	11.4%
B	45.8%	51.1%	34.3%
C	28.6%	21.3%	41.4%
D	4.2%	10.6%	10.0%
F	1.0%	2.1%	2.9%
MATH PROBLEM:			
Yes	34.7%	61.7%	57.1%
No	65.3%	38.3%	42.9%
MOST FREQUENT GRADE - MATH:			
A	24.4%	19.1%	12.9%
B	38.3%	21.3%	31.4%
C	32.1%	46.8%	44.3%
D	4.5%	10.6%	10.0%
F	0.6%	2.1%	1.4%

TABLE IX - REGION IX (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	22.8%	15.2%	12.9%
B	45.3%	34.8%	41.4%
C	29.3%	50.0%	38.6%
D	2.3%		5.7%
F	0.3%		1.4%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	2.6%	4.3%	7.1%
No	97.4%	95.7%	92.9%
ETHNICITY:			
American Indian	2.6%	6.4%	8.6%
Black	6.5%	17.0%	20.0%
Far Eastern	0.3%		
Spanish	0.3%		1.4%
White	88.6%	74.5%	65.7%
Other	1.6%	2.1%	4.3%
LOCATION OF RESIDENCE:			
Large city			
Suburbs	1.6%	2.1%	
Small city or town	34.3%	42.6%	40.6%
Rural	64.1%	55.3%	59.4%
WELFARE RECIPIENT:			
Yes	4.9%		17.1%
No	92.5%	95.7%	78.6%
Don't know	2.6%	4.3%	4.3%

	General	Handicapped	Dis-Advantaged
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	31.3%	38.3%	43.5%
No	68.7%	61.7%	56.5%
FAMILY INCOME:			
Below $3,000	4.0%	6.7%	7.2%
$3,001 - $6,000	12.1%	13.3%	23.2%
$6,001 - $9,000	6.4%	2.2%	7.2%
$9,001 - $12,000	8.7%	11.1%	7.2%
$12,001 - $15,000	9.4%	15.6%	5.8%
$15,001 - $18,000	6.4%	4.4%	5.8%
$18,001 - or more	14.8%	13.3%	8.7%
Don't know	38.3%	33.3%	34.8%
PERSONS IN HOME:			
One	1.0%		
Two	3.2%		4.3%
Three	18.2%	12.8%	12.9%
Four	26.0%	23.4%	25.7%
Five	26.3%	36.2%	28.6%
Six	13.3%	10.6%	14.3%
Seven	6.2%	8.5%	4.3%
Eight or more	5.8%	8.5%	10.0%
JOB:			
Yes	28.0%	40.4%	25.7%
No	72.0%	59.6%	74.3%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	16.3%	21.3%	40.0%
No	83.7%	78.7%	60.0%

TABLE IX - REGION IX (CONTINUED)

	General	Handicapped	Dis-Advantaged
EDUCATIONAL EXPECTATIONS:			
Drop out high school	1.3%	2.9%	2.2%
Graduate high school	22.8%	25.7%	23.9%
Technical	22.1%	30.0%	23.9%
One-two years Jr. college	9.4%	8.6%	8.7%
Graduate college	25.4%	14.3%	15.2%
Graduate training	14.0%	8.6%	23.9%
Military	4.9%	10.0%	2.2%
OCCUPATIONAL ASPIRATIONS #1:			
Math	2.0%		
Engineering	7.8%		
Medicine	7.2%		
Para-medical	10.5%		
Business analytic	2.6%		
Business adm.	5.2%		
Perf-visual arts	9.2%		
Literary - legal	5.9%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ- welfare	10.5%		
Technical	2.6%		
Crafts - trade	7.8%		
Agriculture	6.5%		
Mechanics	4.6%		
Attendants	1.3%		
Clerical	5.2%		
Services	1.3%		
Sales	0.7%		
Sports	9.2%		

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	11.0%	27.7%	22.9%
Completed 8th grade	16.6%	14.9%	14.3%
Some high school	10.1%	6.4%	11.4%
Complete high school	23.1%	27.7%	15.7%
Some training after H.S.	5.5%	4.3%	10.0%
Some college	3.2%		1.4%
2 years college	3.6%	4.3%	4.3%
4 years college	12.7%	10.6%	5.7%
A technical, business or trade school	2.6%		
Don't know	11.7%	4.3%	14.3%
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	4.5%	14.9%	10.0%
Completed 8th grade	15.3%	14.9%	15.7%
Some high school	13.6%	14.9%	17.1%
Complete high school	31.8%	25.5%	25.7%
Some training after H.S.	3.2%	6.4%	5.7%
Some college	3.6%	4.3%	2.9%
2 years college	5.8%	6.4%	4.3%
4 years college	10.1%	10.6%	7.1%
A technical, business, or trade school	1.3%		
Don't know	10.7%	2.1%	11.4%
DEFENSIVE ATTITUDE:			
Yes	21.9%	38.3%	25.7%
No	78.1%	61.7%	74.3%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	39.1%	61.7%	47.1%
No	60.9%	38.3%	52.9%

TABLE IX - REGION IX (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY SEEING:			
Yes	11.7%	55.3%	17.1%
No	88.3%	44.7%	82.9%
DIFFICULTY HEARING:			
Yes	7.5%	36.2%	12.9%
No	92.5%	63.8%	87.1%
DIFFICULTY SPEAKING:			
Yes	5.2%	28.3%	10.0%
No	94.8%	71.7%	90.0%
DIFFICULTY STANDING:			
Yes	1.0%	6.5%	4.3%
No	99.8%	93.5%	95.7%
DIFFICULTY WALKING:			
Yes	1.6%	8.7%	4.3%
No	98.4%	91.3%	95.7%
DIFFICULTY USING HANDS OR ARMS:			
Yes	1.6%	6.5%	1.5%
No	98.4%	93.5%	98.5%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	49.5%	37.8%	45.6%
Like to learn some of the time	17.3%	26.7%	20.6%
Like learning only things of interest	32.6%	33.3%	32.4%
Dislike learning most of the time	0.7%	2.2%	1.5%

	General	Handicapped	Dis-Advantaged
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	66.6%	55.6%	73.5%
No	11.3%	17.8%	7.4%
Don't know	22.2%	26.7%	19.1%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	27.8%	20.0%	27.9%
No	72.2%	80.0%	72.1%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	64.1%	56.8%	61.8%
No	14.0%	6.8%	13.2%
Don't know	21.9%	36.4%	25.0%

TABLE X - REGION X

	General	Handicapped	Dis-Advantaged
AGE:			
13			
14	0.3%		
15	7.0%	9.4%	5.6%
16	41.6%	39.6%	38.0%
17	41.9%	34.0%	43.7%
18	7.9%	13.2%	9.9%
19	0.9%	1.9%	1.4%
20	0.3%	1.9%	1.4%
21			
GRADE LEVEL:			
Tenth Grade	5.0%	11.3%	2.8%
Eleventh Grade	45.7%	43.4%	45.1%
Twelfth Grade	49.3%	45.4%	52.1%
Other			
SEX:			
Girl	46.0%	55.8%	45.7%
Boy	54.0%	44.2%	54.3%
ABSENTEE RATE:			
1 day month or less	61.4%	54.0%	33.3%
2 days a month	23.0%	28.0%	17.4%
3 days a month	8.8%	2.0%	24.6%
4 days a month	4.1%	12.0%	13.0%
5 or more days	2.7%	4.0%	11.6%
ATTITUDE TOWARD SCHOOL:			
Like most of time	55.4%	45.3%	37.7%
Like some of time	30.8%	32.1%	40.6%
Dislike most times	8.2%	11.3%	11.6%
Necessary evil	5.6%	11.3%	10.1%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	12.6%	34.0%	24.3%
No	87.4%	66.0%	75.7%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	25.1%	11.3%	14.3%
B	38.9%	45.3%	42.9%
C	29.5%	30.2%	30.0%
D	5.6%	9.2%	10.0%
F	0.9%	3.8%	2.9%
TROUBLE WRITING REPORTS:			
Yes	29.0%	52.8%	52.2%
No	71.0%	47.2%	47.8%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	24.0%	18.5%	18.3%
B	41.5%	35.2%	36.6%
C	26.9%	31.5%	33.8%
D	5.6%	9.3%	7.0%
F	2.0%	5.6%	4.2%
MATH PROBLEM:			
Yes	35.6%	53.7%	53.5%
No	64.4%	46.3%	46.5%
MOST FREQUENT GRADE - MATH:			
A	19.6%	15.1%	12.9%
B	35.7%	20.8%	31.4%
C	33.9%	35.8%	34.3%
D	10.2%	24.8%	18.6%
F	0.6%	3.8%	2.9%

TABLE X - REGION X (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	18.8%	11.5%	13.0%
B	42.2%	36.5%	39.1%
C	32.0%	34.6%	34.8%
D	5.6%	11.5%	8.7%
F	1.5%	5.8%	4.3%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	3.2%	9.6%	13.0%
No	96.8%	90.4%	87.0%
ETHNICITY:			
American Indian	2.1%	1.9%	7.1%
Black	0.9%	1.9%	2.9%
Far Eastern	0.9%	1.9%	2.9%
Spanish	0.3%	1.9%	1.4%
White	94.4%	88.7%	82.9%
Other	1.5%	3.8%	2.9%
LOCATION OF RESIDENCE:			
Large city	0.9%	3.8%	2.9%
Suburbs	2.5%	5.7%	1.4%
Small city or town	83.9%	73.6%	81.4%
Rural	12.6%	17.0%	14.3%
WELFARE RECIPIENT:			
Yes	2.6%	7.5%	10.1%
No	95.9%	88.7%	87.2%
Don't know	1.5%	3.8%	2.9%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	27.4%	28.3%	45.7%
No	72.4%	71.7%	54.3%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	0.9%	3.8%	2.8%
$3,001 - $6,000	4.2%	3.8%	8.5%
$6,001 - $9,000	5.0%	5.7%	4.2%
$9,001 - $12,000	7.7%	7.5%	2.8%
$12,001 - $15,000	11.0%	9.4%	14.1%
$15,001 - $18,000	10.4%	5.7%	7.0%
$18,001 - or more	22.0%	18.9%	21.1%
Don't know	38.9%	45.3%	39.4%
PERSONS IN HOME:			
One	0.3%	1.9%	1.4%
Two	3.2%	5.7%	5.7%
Three	19.3%	18.9%	17.1%
Four	31.9%	28.3%	30.0%
Five	26.0%	13.2%	20.0%
Six	11.7%	17.0%	14.3%
Seven	4.1%	7.5%	4.3%
Eight or more	3.5%	7.5%	7.1%
JOB:			
Yes	22.8%	22.6%	18.6%
No	77.2%	77.4%	81.4%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	11.4%	22.2%	35.2%
No	86.6%	77.8%	64.8%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	0.9%	1.9%	1.4%
Graduate high school	16.7%	26.4%	22.9%
Technical	29.9%	32.1%	27.1%
One-two years Jr. college	8.5%	9.4%	10.0%
Graduate college	24.3%	17.0%	20.0%
Graduate training	13.8%	5.7%	8.6%
Military	5.9%	7.5%	10.0%

TABLE X - REGION X (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	3.1%		
Engineering	7.9%		
Medicine	8.9%		
Para-medical	11.5%		
Business analytic	6.8%		
Business adm.	6.3%		
Peri-visual arts	4.7%		
Literary - legal	2.9%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	10.6%		
Technical	2.0%		
Crafts - trade	8.4%		
Agriculture	3.1%		
Mechanics	3.7%		
Attendants	1.0%		
Clerical	7.9%		
Services	2.0%		
Sales	0.5%		
Sports	10.6%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	3.5%	7.5%	8.5%
Completed 8th grade	11.5%	18.9%	9.9%
Some high school	13.8%	11.3%	15.5%
Complete high school	27.4%	11.3%	23.9%
Some training after H.S.	5.6%	13.2%	5.6%
Some college	5.9%	5.7%	2.8%
2 years college	5.0%	3.8%	4.2%
4 years college	13.2%	7.5%	14.1%
A technical, business or trade school	4.1%	3.8%	2.8%
Don't know	10.0%	17.0%	12.7%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	2.9%	3.8%	
Completed 8th grade	7.9%	7.7%	11.4%
Some high school	18.2%	19.2%	15.7%
Complete high school	42.5%	44.2%	41.4%
Some training after H.S.	4.7%	5.8%	5.7%
Some college	5.6%	1.9%	8.6%
2 years college	2.6%		4.3%
4 years college	8.2%	3.8%	5.7%
A technical, business or trade school	2.1%		
Don't know	5.3%	13.5%	7.1%
DEFENSIVE ATTITUDE:			
Yes	22.6%	38.0%	35.3%
No	77.4%	62.0%	64.7%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	30.5%	42.3%	35.7%
No	69.5%	57.7%	64.3%
DIFFICULTY SEEING:			
Yes	14.7%	75.0%	27.1%
No	85.3%	25.0%	72.9%
DIFFICULTY HEARING:			
Yes	5.6%	32.1%	15.5%
No	94.4%	67.9%	84.5%
DIFFICULTY SPEAKING:			
Yes	4.7%	26.0%	11.8%
No	95.3%	74.0%	88.2%

TABLE X - REGION X (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	3.5%	22.0%	10.3%
No	96.5%	78.0%	89.7%
DIFFICULTY WALKING:			
Yes	2.9%	19.6%	10.1%
No	97.1%	80.4%	89.9%
DIFFICULTY USING HANDS OR ARMS:			
Yes	2.6%	15.4%	7.1%
No	97.4%	84.6%	92.9%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	50.4%	29.4%	37.7%
Like to learn some of the time	15.3%	15.7%	20.3%
Like learning only things of interest	33.6%	52.9%	40.6%
Dislike learning most of the time	0.6%	2.0%	1.4%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	65.6%	67.3%	61.4%
No	15.9%	13.5%	8.6%
Don't know	18.5%	19.2%	30.0%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	41.9%	50.0%	38.6%
No	58.1%	50.0%	61.4%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	77.6%	71.2%	65.7%
No	12.7%	13.5%	22.9%
Don't know	9.7%	15.4%	11.4%

TABLE XI - REGION XI

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.6%		2.6%
14			
15	8.4%	4.5%	7.7%
16	42.2%	36.4%	46.2%
17	38.0%	40.9%	28.2%
18	9.6%	13.6%	12.8%
19	1.2%	4.5%	2.6%
20			
21			
GRADE LEVEL:			
Tenth Grade	1.2%		
Eleventh Grade	50.3%	40.0%	65.9%
Twelfth Grade	48.5%	60.0%	34.1%
Other			
SEX:			
Girl	50.3%	52.0%	46.3%
Boy	49.7%	48.0%	53.7%
ABSENTEE RATE:			
1 day month or less	72.2%	52.2%	51.3%
2 days a month	18.1%	26.1%	17.9%
3 days a month	4.1%	8.7%	17.9%
4 days a month	1.8%	4.3%	7.7%
5 or more days	2.4%	8.7%	5.1%
ATTITUDE TOWARD SCHOOL:			
Like most of time	62.0%	57.1%	35.1%
Like some of time	30.7%	23.8%	54.1%
Dislike most times	4.8%	14.3%	8.1%
Necessary evil	2.4%	4.8%	2.7%

	General	Handicappped	Dis-Advantaged
READING PROBLEM			
Yes	9.6%	19.0%	10.5%
No	90.4%	81.0%	89.5%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	17.1%	8.0%	12.2%
B	41.2%	44.0%	22.0%
C	38.2%	36.0%	56.1%
D	3.5%	12.0%	9.8%
F			
TROUBLE WRITING REPORTS:			
Yes	33.7%	58.3%	67.5%
No	66.3%	41.7%	32.5%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	23.5%	12.5%	7.5%
B	41.8%	50.0%	30.0%
C	30.6%	29.2%	47.5%
D	4.1%	8.3%	15.0%
F			
MATH PROBLEM:			
Yes	35.3%	59.1%	48.7%
No	64.7%	40.9%	51.3%
MOST FREQUENT GRADE - MATH:			
A	23.7%	13.0%	7.7%
B	39.1%	21.7%	41.0%
C	30.8%	52.2%	38.5%
D	6.5%	13.0%	12.8%
F			

TABLE XI - REGION XI (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	20.8%	4.3%	10.0%
B	42.3%	47.8%	27.5%
C	32.1%	39.1%	52.5%
D	4.2%	8.7%	10.0%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	4.7%		10.3%
No	95.3%	100%	89.7%
ETHNICITY:			
American Indian	3.0%		5.1%
Black	1.8%		2.6%
Far Eastern			
Spanish			
White	94.7%	100%	92.3%
Other	0.6%		
LOCATION OF RESIDENCE:			
Large city			
Suburbs	0.6%		
Small city or town	44.9%	40.9%	24.3%
Rural	54.5%	59.1%	75.7%
WELFARE RECIPIENT:			
Yes	14.3%	9.1%	39.5%
No	78.0%	86.4%	52.6%
Don't know	7.7%	4.5%	7.9%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	42.2%	59.1%	68.4%
No	57.8%	40.9%	31.6%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	6.6%	4.5%	5.4%
$3,001 - $6,000	9.0%	27.3%	21.6%
$6,001 - $9,000	6.6%		2.7%
$9,001 - $12,000	13.2%	13.6%	5.4%
$12,001 - $15,000	7.8%	9.1%	5.4%
$15,001 - $18,000	4.2%	4.5%	
$18,001 - or more	12.0%	13.6%	8.1%
Don't know	40.7%	27.3%	51.4%
PERSONS IN HOME:			
One	1.2%		2.6%
Two	5.4%	9.5%	5.1%
Three	19.2%	4.8%	10.3%
Four	23.4%	14.3%	25.6%
Five	21.0%	28.6%	17.9%
Six	16.2%	28.6%	20.5%
Seven	10.8%	4.8%	10.3%
Eight or more	3.0%	9.5%	7.7%
JOB:			
Yes	18.6%	18.2%	13.2%
No	81.4%	81.8%	86.8%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	9.0%	18.2%	31.6%
No	91.0%	81.8%	68.4%
EDUCATIONAL EXPECTATIONS:			
Drop out high school			
Graduate high school	22.0%	30.4%	28.2%
Technical	28.6%	43.5%	43.6%
One-two years Jr. college	16.1%	17.3%	7.7%
Graduate college	25.0%	4.3%	15.4%
Graduate training	6.0%	4.3%	2.6%
Military	2.4%		2.6%

TABLE XI - REGION XI (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	3.2%		
Engineering	7.5%		
Medicine	7.5%		
Para-medical	11.8%		
Business analytic	3.2%		
Business adm.	6.5%		
Perf-visual arts	3.2%		
Literary - legal	3.2%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	5.4%		
Technical	5.4%		
Crafts - trade	7.5%		
Agriculture			
Mechanics	9.7%		
Attendants			
Clerical	11.8%		
Services	3.2%		
Sales			
Sports	10.8%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	24.0%	40.9%	42.1%
Completed 8th grade	13.2%	13.6%	10.5%
Some high school	10.2%	9.1%	7.9%
Complete high school	11.4%	18.2%	2.6%
Some training after H.S.	5.4%	4.5%	2.6%
Some college	4.2%		5.3%
2 years college	4.2%		
4 years college	8.4%		2.6%
A technical, business or trade school	4.2%	4.5%	5.3%
Don't know	15.0%	9.1%	21.1%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	13.6%	17.4%	25.6%
Completed 8th grade	16.6%	8.7%	17.9%
Some high school	20.1%	30.4%	17.9%
Complete high school	20.1%	21.7%	12.8%
Some training after H.S.	1.8%	4.3%	2.6%
Some college	4.1%	4.3%	5.1%
2 years college	5.3%	4.3%	2.6%
4 years college	5.9%	4.3%	
A technical, business or trade school	3.0%	4.0%	2.6%
Don't know	9.5%		12.8%
DEFENSIVE ATTITUDE:			
Yes	33.1%	47.8%	65.0%
No	66.9%	52.2%	35.0%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	47.3%	75.0%	65.0%
No	52.7%	25.0%	35.0%
DIFFICULTY SEEING:			
Yes	10.8%	54.5%	12.8%
No	89.2%	45.5%	87.2%
DIFFICULTY HEARING:			
Yes	6.0%	40.9%	10.5%
No	94.0%	59.1%	89.5%
DIFFICULTY SPEAKING:			
Yes	3.5%	16.0%	7.3%
No	96.5%	84.0%	92.7%

TABLE XI - REGION XI (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	2.4%	17.4%	7.7%
No	97.6%	82.6%	92.3%
DIFFICULTY WALKING:			
Yes	1.2%	4.3%	2.6%
No	98.8%	95.7%	97.4%
DIFFICULTY USING HANDS OR ARMS:			
Yes	2.4%	4.5%	2.6%
No	97.6%	95.5%	97.4%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	55.4%	36.4%	42.1%
Like to learn some of the time	12.5%	9.1%	13.2%
Like learning only things of interest	31.5%	50.0%	44.7%
Dislike learning most of the time	0.6%	4.5%	
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	79.4%	79.2%	90.0%
No	10.6%	8.3%	5.0%
Don't know	10.0%	12.5%	5.0%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	26.6%	43.5%	41.0%
No	73.4%	56.5%	59.0%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	62.3%	68.2%	71.1%
No	25.7%	18.2%	21.1%
Don't know	12.0%	13.6%	7.9%

TABLE XII - REGION XII

	General	Handicapped	Dis-Advantaged
AGE:			
13			
14	0.4%		
15	6.7%	5.6%	3.3%
16	43.3%	38.9%	36.7%
17	39.3%	38.9%	40.0%
18	6.7%	8.3%	11.7%
19	2.4%	8.3%	8.3%
20	0.8%		
21	0.4%		
GRADE LEVEL:			
Tenth Grade	0.4%		
Eleventh Grade	51.4%	50.0%	53.3%
Twelfth Grade	47.4%	50.0%	43.3%
Other	0.8%		3.3%
SEX:			
Girl	50.2%	44.4%	53.4%
Boy	49.8%	55.6%	46.6%
ABSENTEE RATE:			
1 day month or less	59.7%	58.3%	41.7%
2 days a month	24.9%	16.7%	15.0%
3 days a month	9.1%	13.9%	25.0%
4 days a month	4.3%	5.6%	10.0%
5 or more days	2.0%	5.6%	8.3%
ATTITUDE TOWARD SCHOOL:			
Like most of time	53.8%	58.3%	45.0%
Like some of time	34.0%	25.0%	33.3%
Dislike most times	7.9%	8.3%	13.3%
Necessary evil	4.3%	8.3%	8.3%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	19.4%	27.8%	31.7%
No	80.6%	72.2%	68.3%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	24.9%	13.9%	15.0%
B	40.3%	38.9%	33.3%
C	24.5%	36.1%	30.0%
D	9.5%	8.3%	20.0%
F	0.8%	2.8%	1.7%
TROUBLE WRITING REPORTS:			
Yes	30.0%	55.6%	50.0%
No	70.0%	44.4%	50.0%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	24.5%	11.1%	13.3%
B	39.9%	33.3%	30.0%
C	27.3%	47.2%	40.0%
D	7.1%	2.8%	13.3%
F	1.2%	5.6%	3.3%
MATH PROBLEM:			
Yes	46.4%	72.2%	75.0%
No	53.6%	27.8%	25.0%
MOST FREQUENT GRADE - MATH:			
A	21.7%	8.3%	11.7%
B	32.8%	27.8%	20.0%
C	26.5%	30.8%	28.3%
D	16.2%	25.0%	31.7%
F	2.8%	8.3%	8.3%

TABLE XII - REGION XII (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	26.9%	19.4%	21.7%
B	37.5%	38.9%	28.3%
C	26.1%	25.0%	30.0%
D	7.9%	11.0%	15.0%
F	1.6%	5.6%	5.0%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	4.0%	11.4%	8.5%
No	96.0%	88.6%	91.5%
ETHNICITY:			
American Indian	2.0%		3.3%
Black	0.8%		1.7%
Far Eastern	0.8%		1.7%
Spanish	1.2%	8.3%	5.0%
White	94.9%	91.7%	88.3%
Other	0.4%		
LOCATION OF RESIDENCE:			
Large city			
Suburbs	0.8%	2.8%	
Small city or town	37.5%	50.0%	51.7%
Rural	61.7%	47.2%	48.3%
WELFARE RECIPIENT:			
Yes	9.5%	13.9%	23.3%
No	85.8%	83.3%	75.0%
Don't know	4.7%	2.8%	1.7%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	44.8%	58.3%	60.0%
No	55.2%	41.7%	40.0%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	11.5%	25.0%	20.0%
$3,001 - $6,000	18.2%	11.1%	16.7%
$6,001 - $9,000	9.1%	13.9%	3.3%
$9,001 - $12,000	14.2%	8.3%	8.3%
$12,001 - $15,000	9.9%	5.6%	8.3%
$15,001 - $18,000	1.2%	2.8%	1.7%
$18,001 - or more	8.7%	8.3%	10.0%
Don't know	27.3%	25.0%	31.7%
PERSONS IN HOME:			
One	0.4%	2.8%	1.7%
Two	5.1%	2.8%	3.3%
Three	14.6%	19.4%	10.0%
Four	28.1%	19.4%	25.0%
Five	26.1%	25.0%	31.7%
Six	13.0%	8.3%	16.7%
Seven	5.9%	8.3%	5.0%
Eight or more	6.7%	13.9%	6.7%
JOB:			
Yes	31.3%	27.8%	35.0%
No	68.7%	72.2%	65.0%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	19.5%	34.3%	52.5%
No	80.5%	65.7%	47.5%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	1.6%	5.7%	5.1%
Graduate high school	26.6%	22.9%	32.2%
Technical	32.5%	22.9%	30.5%
One-two years Jr. college	7.1%	8.6%	11.8%
Graduate college	19.8%	28.6%	11.9%
Graduate training	8.3%	8.6%	
Military	4.0%	2.9%	8.5%

TABLE XII - REGION XII (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	1.0%		
Engineering	7.8%		
Medicine	6.8%		
Para-medical	12.7%		
Business analytic	4.9%		
Business adm.	4.9%		
Perf-visual arts	1.0%		
Literary - legal	5.8%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	9.7%		
Technical	3.9%		
Crafts - trade	2.9%		
Agriculture	2.9%		
Mechanics	8.7%		
Attendants	1.0%		
Clerical	17.5%		
Services	1.9%		
Sales	1.0%		
Sports	5.8%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	23.8%	20.0%	30.5%
Completed 8th grade	24.6%	31.4%	22.0%
Some high school	13.1%	20.0%	16.9%
Complete high school	11.5%	11.4%	5.1%
Some training after H.S.	2.4%		1.7%
Some college	2.4%		1.7%
2 years college	4.0%	2.9%	1.7%
4 years college	6.3%	8.6%	3.4%
A technical, business or trade school	3.2%		5.1%
Don't know	8.7%	5.7%	11.9%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	11.9%	17.1%	18.6%
Completed 8th grade	24.6%	28.6%	25.4%
Some high school	23.0%	28.6%	30.5%
Complete high school	18.7%	8.6%	11.9%
Some training after H.S.	2.8%	2.9%	1.7%
Some college	2.0%		
2 years college	2.4%		
4 years college	6.3%	8.6%	3.4%
A technical, business or trade school	0.4%		
Don't know	7.9%	5.7%	8.5%
DEFENSIVE ATTITUDE:			
Yes	25.4%	33.3%	36.7%
No	74.6%	66.7%	63.3%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	44.2%	58.3%	50.0%
No	55.8%	41.7%	50.0%
DIFFICULTY SEEING:			
Yes	13.4%	61.1%	20.0%
No	86.6%	38.9%	80.0%
DIFFICULTY HEARING:			
Yes	7.9%	30.6%	13.3%
No	92.1%	69.4%	86.7%
DIFFICULTY SPEAKING:			
Yes	5.1%	25.0%	10.0%
No	94.9%	75.0%	90.0%

TABLE XII - REGION XII (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	4.0%	16.7%	6.7%
No	96.0%	83.3%	93.3%
DIFFICULTY WALKING:			
Yes	3.6%	17.6%	10.3%
No	96.4%	82.4%	89.7%
DIFFICULTY USING HANDS OR ARMS:			
Yes	2.8%	11.1%	6.7%
No	97.2%	88.9%	93.3%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	54.2%	52.8%	41.7%
Like to learn some of the time	11.1%	11.1%	8.3%
Like learning only things of interest	34.0%	33.3%	50.0%
Dislike learning most of the time	0.8%	2.8%	
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	74.9%	74.3%	78.0%
No	12.4%	5.7%	3.4%
Don't know	12.7%	20.0%	18.6%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	47.4%	50.0%	51.7%
No	52.6%	50.0%	48.3%

	General	Handicapped	Dis-Advantaged
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	70.4%	60.0%	63.8%
No	14.8%	22.9%	8.6%

TABLE XIII - REGION XIII

	General	Handicapped	Dis-Advantaged
AGE:			
13			
14			
15	5.2%	4.7%	5.8%
16	37.1%	35.9%	29.2%
17	41.2%	37.5%	42.5%
18	13.9%	18.8%	18.3%
19	2.3%	3.1%	4.2%
20	0.2%		
21			
GRADE LEVEL:			
Tenth Grade	0.9%	3.1%	1.7%
Eleventh Grade	41.8%	45.3%	38.8%
Twelfth Grade	57.0%	51.6%	58.7%
Other	0.2%		0.8%
SEX:			
Girl	56.6%	54.0%	53.7%
Boy	43.4%	46.0%	46.3%
ABSENTEE RATE:			
1 day month or less	68.3%	64.1%	51.7%
2 days a month	19.3%	21.9%	17.5%
3 days a month	7.4%	6.3%	17.5%
4 days a month	3.7%	6.3%	10.0%
5 or more days	1.4%	1.6%	3.3%
ATTITUDE TOWARD SCHOOL:			
Like most of time	62.2%	52.3%	51.6%
Like some of time	28.1%	33.8%	36.1%
Dislike most times	6.2%	9.2%	8.2%
Necessary evil	3.0%	4.6%	4.1%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	1[illegible].5%	45.3%	31.4%
No	8[illegible].5%	54.1%	68.6%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	17.2%	4.8%	9.2%
B	42.2%	39.7%	32.5%
C	32.1%	34.9%	41.7%
D	8.3%	19.0%	15.8%
F	0.2%	1.6%	0.8%
TROUBLE WRITING REPORTS:			
Yes	36.4%	73.4%	62.5%
No	63.6%	26.6%	37.5%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	13.8%	6.2%	5.7%
B	46.0%	32.3%	40.2%
C	31.3%	43.1%	36.1%
D	7.3%	12.3%	14.8%
F	1.6%	6.2%	3.3%
MATH PROBLEM:			
Yes	35.8%	42.2%	52.1%
No	64.2%	57.8%	47.9%
MOST FREQUENT GRADE - MATH:			
A	22.3%	14.1%	8.3%
B	38.0%	35.9%	33.1%
C	30.2%	39.1%	41.3%
D	8.9%	10.9%	15.7%
F	0.7%		1.7%

TABLE XIII - REGION XIII (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	20.0%	16.9%	9.0%
B	43.8%	35.4%	36.1%
C	31.1%	35.4%	44.3%
D	4.8%	10.8%	9.8%
F	0.5%	1.5%	0.8%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	3.9%	8.1%	11.0%
No	96.1%	91.9%	89.0%
ETHNICITY:			
American Indian	3.4%	3.1%	8.5%
Black	3.4%		5.9%
Far Eastern	0.9%	1.6%	1.7%
Spanish	0.9%	1.6%	2.5%
White	90.4%	90.6%	78.8%
Other	0.9%	3.1%	2.5%
LOCATION OF RESIDENCE:			
Large city	0.5%		0.8%
Suburbs	1.4%	1.6%	2.5%
Small city or town	27.1%	31.3%	31.7%
Rural	71.0%	67.2%	65.0%
WELFARE RECIPIENT:			
Yes	13.8%	14.3%	36.1%
No	80.0%	68.3%	56.3%
Don't know	6.2%	17.5%	7.6%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	32.6%	36.9%	50.8%
No	67.4%	63.1%	49.2%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	8.4%	12.9%	16.0%
$3,001 - $6,000	17.6%	11.3%	25.2%
$6,001 - $9,000	10.3%	6.5%	6.7%
$9,001 - $12,000	12.2%	9.7%	4.2%
$12,001 - $15,000	6.6%	9.7%	4.2%
$15,001 - $18,000	2.3%		
$18,001 - or more	4.2%	3.2%	1.7%
Don't know	38.4%	46.8%	42.0%
PERSONS IN HOME:			
One	0.2%		0.8%
Two	6.4%	12.5%	9.0%
Three	14.8%	15.6%	13.1%
Four	20.2%	21.9%	15.6%
Five	23.0%	14.1%	21.3%
Six	17.3%	12.5%	18.0%
Seven	9.5%	9.4%	9.0%
Eight or more	8.6%	14.1%	13.1%
JOB:			
Yes	26.9%	25.0%	31.7%
No	73.1%	75.0%	68.3%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	14.5%	24.6%	37.7%
No	85.5%	75.4%	62.3%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	1.4%	1.6%	1.7%
Graduate high school	38.6%	45.2%	41.0%
Technical	21.2%	21.0%	29.1%
One-two years Jr. college	8.8%	8.1%	6.0%
Graduate college	18.0%	11.3%	11.1%
Graduate training	6.2%	3.2%	1.7%
Military	5.8%	9.7%	9.4%

TABLE XIII - REGION XIII (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	2.6%		
Engineering	5.2%		
Medicine	5.2%		
Para-medical	10.4%		
Business analytic	3.6%		
Business adm.	8.3%		
Perf-visual arts	3.1%		
Literary - legal	4.7%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ-- welfare	7.9%		
Technical	3.1%		
Crafts - trade	7.9%		
Agriculture	3.1%		
Mechanics	5.2%		
Attendants			
Clerical	11.5%		
Services	6.4%		
Sales	2.1%		
Sports	11.0%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	29.1%	36.9%	32.2%
Completed 8th grade	15.9%	7.7%	9.1%
Some high school	11.8%	9.2%	12.4%
Complete high school	9.2%	7.7%	9.9%
Some training after H.S.	3.7%		2.5%
Some college	2.3%	4.6%	2.5%
2 years college	2.1%	4.6%	2.5%
4 years college	6.9%	6.2%	3.3%
A technical, business or trade school	1.4%		1.7%
Don't know	17.6%	23.1%	24.0%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	15.3%	24.2%	20.7%
Completed 8th grade	21.0%	16.7%	20.7%
Some high school	17.5%	12.1%	21.5%
Complete high school	20.0%	19.7%	13.2%
Some training after H.S.	3.2%	1.5%	0.8%
Some college	3.6%	4.5%	3.3%
2 years college	1.8%	3.0%	0.8%
4 years college	4.6%	4.5%	2.5%
A technical, business or trade school	1.6%		0.8%
Don't know	11.4%	13.6%	15.7%
DEFENSIVE ATTITUDE:			
Yes	27.0%	41.9%	37.0%
No	73.0%	58.1%	63.0%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	40.5%	64.5%	46.7%
No	59.5%	35.5%	53.3%
DIFFICULTY SEEING			
Yes	8.7%	39.7%	8.3%
No	91.3%	60.3%	91.7%
DIFFICULTY HEARING:			
Yes	6.8%	32.8%	8.3%
No	93.2%	67.2%	91.7%
DIFFICULTY SPEAKING:			
Yes	5.3%	30.2%	5.0%
No	94.7%	69.8%	95.0%

TABLE XIII - REGION XIII (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	3.9%	16.1%	5.0%
No	96.1%	83.9%	95.0%
DIFFICULTY WALKING:			
Yes	2.7%	10.2%	2.4%
No	97.3%	89.4%	97.6%
DIFFICULTY USING HANDS OR ARMS:			
Yes	1.8%	7.8%	3.3%
No	98.2%	92.2%	96.7%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	53.4%	39.1%	46.3%
Like to learn some of the time	14.5%	14.1%	14.9%
Like learning only things of interest	31.1%	46.9%	38.0%
Dislike learning most of the time	0.9%		0.8%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	70.3%	67.7%	78.2%
No	9.6%	10.8%	7.6%
Don't know	20.1%	21.5%	14.3%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	51.5%	49.2%	48.8%
No	48.5%	50.8%	51.2%
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	71.4%	60.9%	68.3%
No	12.4%	18.8%	11.7%
Don't know	16.2%	20.3%	20.0%

TABLE XIV - REGION XIV

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.2%		
14	1.2%	3.4%	2.0%
15	4.9%	5.1%	6.1%
16	41.7%	37.3%	29.6%
17	43.5%	40.7%	41.8%
18	6.9%	10.2%	16.3%
19	1.2%	1.7%	3.1%
20		1.7%	1.0%
21	0.5%		
GRADE LEVEL:			
Tenth Grade	0.5%		1.0%
Eleventh Grade	53.4%	50.0%	46.1%
Twelfth Grade	45.2%	46.8%	51.0%
Other	0.9%	3.2%	2.0%
SEX:			
Girl	48.6%	40.0%	42.4%
Boy	51.4%	60.0%	57.6%
ABSENTEE RATE:			
1 day month or less	65.5%	58.7%	42.7%
2 days a month	20.3%	22.2%	16.5%
3 days a month	7.7%	7.9%	17.5%
4 days a month	4.7%	4.8%	17.5%
5 or more days	1.8%	6.3%	5.8%
ATTITUDE TOWARD SCHOOL:			
Like most of the time	57.3%	42.4%	44.6%
Like some of time	32.5%	35.6%	36.6%
Dislike most times	6.1%	6.8%	9.9%
Necessary evil	4.1%	15.3%	8.9%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	13.7%	32.3%	27.9%
No	86.3%	67.7%	72.1%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	19.1%	11.1%	12.4%
B	39.5%	33.3%	30.5%
C	31.4%	33.3%	41.0%
D	8.7%	15.9%	11.4%
F	1.3%	6.3%	4.8%
TROUBLE WRITING REPORTS:			
Yes	29.3%	56.5%	52.9%
No	70.7%	43.5%	47.1%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	17.2%	11.9%	8.1%
B	43.2%	32.2%	31.3%
C	31.9%	33.9%	43.4%
D	6.3%	18.6%	13.1%
F	1.4%	3.4%	4.0%
MATH PROBLEM:			
Yes	35.9%	64.5%	64.4%
No	64.1%	35.5%	35.6%
MOST FREQUENT GRADE - MATH:			
A	15.2%	4.7%	8.6%
B	41.4%	26.6%	31.4%
C	31.5%	43.8%	35.2%
D	10.1%	20.3%	21.0%
F	1.8%	4.7%	3.8%

TABLE XIV - REGION XIV (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	14.2%	3.4%	9.0%
B	42.4%	30.5%	30.0%
C	36.8%	50.8%	47.0%
D	5.6%	13.6%	11.0%
F	0.9%	1.7%	3.0%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	3.7%	6.6%	11.2%
No	96.3%	93.4%	88.8%
ETHNICITY:			
American Indian	2.5%	6.6%	7.9%
Black	6.1%	6.6%	13.9%
Far Eastern	1.1%	3.3%	4.0%
Spanish	0.4%		1.0%
White	89.2%	82.0%	71.3%
Other	0.7%	1.6%	2.0%
LOCATION OF RESIDENCE:			
Large city	0.2%	1.7%	1.0%
Suburbs	1.2%	3.4%	3.0%
Small city or town	56.3%	56.9%	56.6%
Rural	42.1%	37.9%	39.4%
WELFARE RECIPIENT:			
Yes	4.7%	6.7%	15.2%
No	91.6%	83.3%	77.8%
Don't know	3.6%	10.0%	7.1%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	30.5%	47.5%	50.5%
No	69.5%	52.5%	49.5%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	4.3%	1.7%	8.2%
$3,001 - $6,000	11.7%	10.2%	17.5%
$6,001 - $9,000	9.2%	10.2%	10.3%
$9,001 - $12,000	10.3%	10.2%	13.4%
$12,001 - $15,000	5.9%	10.2%	5.2%
$15,001 - $18,000	5.5%	10.2%	5.2%
$18,001 - or more	7.6%	5.1%	1.0%
Don't know	45.1%	42.4%	39.2%
PERSONS IN HOME:			
One	0.7%	1.6%	1.0%
Two	4.6%	6.3%	10.8%
Three	24.9%	31.7%	21.6%
Four	28.1%	27.0%	17.6%
Five	19.3%	17.5%	19.6%
Six	11.9%	9.5%	13.7%
Seven	5.4%	4.8%	10.8%
Eight or more	4.7%	1.6%	4.9%
JOB:			
Yes	31.8%	30.0%	30.0%
No	68.2%	70.0%	70.0%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	15.9%	27.1%	44.9%
No	84.1%	72.9%	55.1%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	0.5%		2.0%
Graduate high school	27.9%	29.0%	24.5%
Technical	24.3%	29.0%	32.4%
One-two years Jr. college	11.0%	12.9%	11.8%
Graduate college	22.1%	21.0%	14.7%
Graduate training	9.5%	4.8%	7.8%
Military	4.7%	3.2%	6.9%

TABLE XIV - REGION XIV (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	1.9%		
Engineering	2.9%		
Medicine	4.3%		
Para-medical	13.9%		
Business analytic	2.9%		
Business adm.	6.7%		
Perf-visual arts	6.3%		
Literary - legal	6.7%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	8.2%		
Technical	2.9%		
Crafts - trade	7.2%		
Agriculture	7.7%		
Mechanics	5.3%		
Attendants			
Clerical	10.1%		
Services	2.9%		
Sales	1.0%		
Sports	8.7%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	11.1%	12.9%	14.0%
Completed 8th grade	23.3%	27.4%	23.0%
Some high school	12.7%	14.5%	12.0%
Complete high school	18.8%	9.7%	21.0%
Some training after H.S.	3.6%	1.6%	5.0%
Some college	3.8%	9.7%	3.0%
2 years college	3.2%	4.8%	3.0%
4 years college	10.9%	8.1%	5.0%
A technical, business or trade school	2.3%	1.6%	4.0%
Don't know	10.4%	9.7%	10.0%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	5.8%	6.3%	10.7%
Completed 8th grade	19.9%	18.8%	16.5%
Some high school	17.7%	21.9%	19.4%
Complete high school	29.5%	32.8%	33.0%
Some training after H.S.	2.9%		1.0%
Some college	4.0%	3.1%	3.9%
2 years college	4.7%	3.1%	2.9%
4 years college	6.3%	7.8%	1.9%
A technical, business or trade school	2.0%	1.6%	1.9%
Don't know	7.2%	4.7%	8.7%
DEFENSIVE ATTITUDE:			
Yes	16.1%	32.8%	25.0%
No	83.9%	67.2%	75.0%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	34.9%	55.0%	41.6%
No	65.1%	45.0%	58.4%
DIFFICULTY SEEING:			
Yes	8.7%	50.0%	13.0%
No	91.3%	50.0%	87.0%
DIFFICULTY HEARING:			
Yes	6.4%	37.3%	12.0%
No	93.6%	62.7%	88.0%
DIFFICULTY SPEAKING:			
Yes	4.5%	20.0%	6.9%
No	95.5%	80.0%	93.1%

TABLE XIV - REGION XIV (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	2.7%	9.8%	3.0%
No	97.3%	90.2%	97.0%
DIFFICULTY WALKING			
Yes	2.3%	10.2%	3.9%
No	97.7%	89.8%	96.1%
DIFFICULTY USING HANDS OR ARMS:			
Yes	1.8%	8.6%	5.0%
No	98.2%	91.4%	95.0%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	54.3%	45.9%	48.0%
Like to learn some of the time	13.2%	11.5%	9.8%
Like learning only things of interest	31.8%	39.3%	40.2%
Dislike learning most of the time	0.7%	3.3%	2.0%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	67.6%	67.7%	73.3%
No	15.2%	11.3%	8.9%
Don't know	17.2%	21.0%	17.8%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	43.0%	32.8%	42.3%
No	57.0%	67.2%	57.7%

	General	Handicapped	Dis-Advantaged
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	72.9%	64.9%	68.4%
No	13.9%	17.5%	16.3%
Don't know	13.2%	17.5%	15.3%

TABLE XV - REGION XV

	General	Handicapped	Dis-Advantaged
AGE:			
13	0.3%	2.2%	0.4%
14	0.2%		0.4%
15	5.0%	8.7%	3.0%
16	47.1%	37.0%	45.1%
17	40.0%	32.6%	38.8%
18	6.5%	13.0%	11.2%
19	0.4%	2.2%	0.4%
20		2.2%	
21	0.4%	2.2%	0.7%
GRADE LEVEL:			
Tenth Grade	0.6%		0.7%
Eleventh Grade	52.5%	48.9%	54.9%
Twelfth Grade	46.8%	51.1%	44.4%
Other	0.1%		
SEX:			
Girl	48.5%	40.4%	43.5%
Boy	51.5%	59.6%	56.5%
ABSENTEE RATE:			
1 day month or less	58.2%	61.7%	37.3%
2 days a month	21.1%	31.9%	15.7%
3 days a month	11.3%	4.3%	26.1%
4 days a month	4.2%	2.1%	8.6%
5 or more days	5.2%		12.3%
ATTITUDE TOWARD SCHOOL:			
Like most of time	53.9%	53.2%	37.2%
Like some of time	33.3%	36.2%	44.2%
Dislike most times	7.8%	6.4%	12.3%
Necessary evil	4.9%	4.3%	6.3%

	General	Handicapped	Dis-Advantaged
READING PROBLEM:			
Yes	14.5%	36.2%	36.0%
No	85.5%	63.8%	64.0%
MOST FREQUENT GRADE - READING REQUIRED COURSE:			
A	23.4%	19.1%	13.7%
B	37.8%	29.8%	25.5%
C	30.2%	40.4%	43.2%
D	7.9%	8.5%	15.9%
F	0.8%	2.1%	1.8%
TROUBLE WRITING REPORTS			
Yes	28.0%	55.6%	55.4%
No	72.0%	44.4%	44.6%
MOST FREQUENT GRADE - WRITING REQUIRED COURSE:			
A	22.4%	14.9%	8.5%
B	42.4%	51.1%	34.9%
C	28.2%	21.3%	38.2%
D	5.0%	10.6%	12.5%
F	1.9%	2.1%	5.9%
MATH PROBLEM:			
Yes	31.8%	61.7%	55.0%
No	68.2%	38.3%	45.0%
MOST FREQUENT GRADE - MATH:			
A	24.4%	19.1%	12.2%
B	36.0%	21.3%	31.9%
C	30.3%	46.3%	34.8%
D	8.3%	10.6%	18.5%
F	1.0%	2.1%	2.6%

TABLE XV - REGION XV (CONTINUED)

	General	Handicapped	Dis-Advantaged
MOST FREQUENTLY RECEIVED GRADE THIS YEAR:			
A	22.6%	15.2%	8.6%
B	40.9%	34.8%	34.6%
C	30.0%	50.0%	42.8%
D	5.1%		11.5%
F	1.3%		2.6%
SPEAK ANOTHER LANGUAGE BETTER THAN ENGLISH:			
Yes	4.4%	4.3%	10.5%
No	95.6%	95.7%	89.5%
ETHNICITY:			
American Indian	2.1%	6.4%	4.5%
Black	8.3%	17.0%	18.4%
Far Eastern	0.8%		1.5%
Spanish	1.3%		3.4%
White	84.6%	74.5%	66.7%
Other	2.8%	2.1%	5.6%
LOCATION OF RESIDENCE:			
Large city	25.5%		28.2%
Suburbs	6.8%	2.1%	7.1%
Small city or town	26.8%	42.6%	26.3%
Rural	40.9%	55.3%	38.3%
WELFARE RECIPIENT:			
Yes	6.4%		16.8%
No	91.3%	95.7%	78.4%
Don't know	2.3%	4.3%	4.9%
NEED ADDITIONAL MONEY TO STAY IN SCHOOL:			
Yes	25.5%	38.3%	38.3%
No	74.5%	61.7%	61.7%

	General	Handicapped	Dis-Advantaged
FAMILY INCOME:			
Below $3,000	2.6%	6.7%	4.5%
$3,001 - $6,000	7.7%	13.3%	11.3%
$6,001 - $9,000	6.3%	2.2%	4.9%
$9,001 - $12,000	8.6%	11.1%	6.4%
$12,001 - $15,000	8.1%	15.6%	6.0%
$15,001 - $18,000	6.7%	4.4%	7.9%
$18,001 - or more	18.7%	13.3%	12.8%
Don't know	41.4%	33.3%	46.2%
PERSONS IN HOME:			
One	0.4%		1.1%
Two	4.8%		5.9%
Three	16.2%	12.8%	16.2%
Four	28.3%	23.4%	21.0%
Five	23.3%	36.2%	23.6%
Six	13.3%	10.6%	13.7%
Seven	7.5%	8.5%	10.0%
Eight or more	6.1%	8.5%	8.5%
JOB:			
Yes	34.2%	40.4%	37.5%
No	65.8%	59.6%	62.5%
WORK NECESSARY TO STAY IN SCHOOL:			
Yes	14.1%	21.3%	36.3%
No	85.9%	78.7%	63.7%
EDUCATIONAL EXPECTATIONS:			
Drop out high school	1.5%	2.2%	4.1%
Graduate high school	23.0%	23.9%	27.9%
Technical	20.8%	23.9%	22.3%
One-two years Jr. college	9.4%	8.7%	8.6%
Graduate college	25.2%	15.2%	20.8%
Graduate training	13.8%	23.9%	7.4%
Military	6.3%	2.2%	8.9%

TABLE XV - REGION XV (CONTINUED)

	General	Handicapped	Dis-Advantaged
OCCUPATIONAL ASPIRATIONS #1:			
Math	1.9%		
Engineering	7.5%		
Medicine	7.5%		
Para-medical	9.0%		
Business analytic	3.4%		
Business adm.	5.8%		
Perf-visual arts	6.0%		
Literary - legal	4.8%		
OCCUPATIONAL ASPIRATIONS #2:			
Educ - welfare	8.3%		
Technical	1.7%		
Crafts - trade	8.0%		
Agriculture	5.3%		
Mechanics	4.4%		
Attendants	0.2%		
Clerical	11.7%		
Services	2.2%		
Sales	0.7%		
Sports	11.4%		
HIGHEST GRADE COMPLETED - FATHER:			
Less than 8th grade	9.3%	27.7%	10.7%
Completed 8th grade	11.4%	14.9%	13.6%
Some high school	11.4%	6.4%	12.1%
Complete high school	20.5%	27.7%	21.7%
Some training after H.S.	6.6%	4.3%	4.8%
Some college	4.4%		3.3%
2 years college	4.6%	4.3%	4.4%
4 years college	17.8%	10.6%	10.3%
A technical, business or trade school	1.7%		2.6%
Don't know	12.2%	4.3%	16.5%

	General	Handicapped	Dis-Advantaged
HIGHEST GRADE COMPLETED - MOTHER:			
Less than 8th grade	5.0%	14.9%	9.0%
Completed 8th grade	9.0%	14.9%	11.9%
Some high school	15.8%	14.9%	15.7%
Complete high school	34.2%	25.5%	32.1%
Some training after H.S.	4.5%	6.4%	3.7%
Some college	5.1%	4.3%	4.5%
2 years college	5.9%	6.4%	3.4%
4 years college	11.3%	10.6%	6.3%
A technical, business or trade school	1.4%		1.9%
Don't know	7.8%	2.1%	11.6%
DEFENSIVE ATTITUDE:			
Yes	20.6%	38.3%	30.9%
No	79.4%	61.7%	69.1%
MOST PEOPLE DO THINGS BETTER THAN YOU:			
Yes	35.1%	61.7%	47.7%
No	64.9%	38.3%	52.3%
DIFFICULTY SEEING:			
Yes	12.7%	55.3%	17.3%
No	87.3%	44.7%	82.7%
DIFFICULTY HEARING:			
Yes	5.2%	36.2%	8.8%
No	94.8%	63.8%	91.2%
DIFFICULTY SPEAKING:			
Yes	5.7%	28.3%	14.0%
No	94.3%	71.7%	86.0%

TABLE XV - REGION XV (CONTINUED)

	General	Handicapped	Dis-Advantaged
DIFFICULTY STANDING:			
Yes	2.4%	6.5%	6.4%
No	97.6%	93.5%	93.6%
DIFFICULTY WALKING:			
Yes	1.4%	8.7%	3.8%
No	98.6%	91.3%	96.2%
DIFFICULTY USING HANDS OR ARMS:			
Yes	1.5%	6.5%	4.1%
No	98.5%	93.5%	95.9%
ATTITUDE TOWARD LEARNING:			
Like to learn most of the time	53.6%	37.8%	40.6%
Like to learn some of the time	14.9%	26.7%	15.8%
Like learning only things of interest	31.1%	33.3%	42.9%
Dislike learning most of the time	0.4%	2.2%	0.8%
VOCATIONAL TRAINING WOULD HELP YOU:			
Yes	60.7%	55.6%	66.8%
No	18.0%	17.8%	10.2%
Don't know	21.3%	26.7%	23.0%
ENROLLED IN A VOCATIONAL PROGRAM:			
Yes	38.0%	20.0%	39.8%
No	62.0%	80.0%	60.2%

	General	Handicapped	Dis-Advantaged
AVAILABILITY OF TRAINING OPPORTUNITIES:			
Yes	68.7%	56.8%	62.4%
No	14.8%	6.8%	19.4%
Don't know	16.5%	36.4%	18.3%

Data Comparison

How does the data collected in the project survey compare to existing data? Since most of the items used in the survey were designed for use in identifying the disadvantaged and/or handicapped, it is not possible to compare every item to existing data. Those items for which comparative data does exist are listed below. This listing is not made to justify or question any data sources, but rather to list for your own comparative judgement.

	SURVEY	OTHER SOURCES	Source
Male	50.0%	49.0%	1970 Census
Female	50.0%	51.0%	
Non-White	13.9%	7.4%	1970 Census
Urban	30.4%	52.3%	1970 Census
Family on Welfare	5.7%	8.4%	Aid to Families with Dependent Children
		29.0%	Families Receiving Food Stamps
Disadvantaged	26.0%	31.0%	Kentucky Department of Education
Handicapped	15.4%	4.6%	Secondary Handicapped Census
Parents Completed High School or Less	61.9%	62.3%	1970 Census
Enrolled in Vocational Education	34.7%	62.7%	U.S.O.E. Form 346-3, U.S. Dept. of H.E.W., Washington, D.C. FY 1975
Disadvantaged Enrolled in Vocational Education	9.1%	41.3%	Percent of 15-19 Age 1970 Census
		17.96%	U.S.O.E. Form 346-3
		26.5%	Bureau of Vocational Education (KY)
Handicapped Enrolled in Vocational Education	5.4%	1.3%	U.S.O.E. Form 346-3
		3.6%	Bureau of Vocational Education (KY)

Projected Disadvantaged and Handicapped Adult Population

Based on the data presented it is apparent that many secondary school students who are either disadvantaged or handicapped are not enrolled in vocational education programs. From figures obtained from the U.S. Office of Education (Form 346-4) for fiscal year (FY) 1975, we know that the total secondary school enrollment in Kentucky is 241,313. Based on the survey data, 26% of

the students meet the criteria for disadvantaged (62,741). Of this figure only 22,022 or 35.1% are in vocational education programs. The remaining 40,719 students are not enrolled because programs are not available, or space in the existing program is limited. This means that 40,719 meet the criteria for being disadvantaged and may seek enrollment in postsecondary and/or adult programs once they leave high school.

In addition, 94,688 individuals of secondary school age (15-19 years) are not in school. (Source: Form 346-4, U.S. Office of Education.) It is probable that at least 26% (figure obtained from the survey) of this group meets the criteria for disadvantaged, which would add another 24,619 to the 40,719 already identified. Using these figures it is possible to project a figure of 65,338 adults who would meet the criteria for disadvantaged. At the present time, U.S. Office of Education data shows that postsecondary and/or adult programs in Kentucky total 11,443 students.

Using the same approach, it is possible to project the number of adults that would meet the criteria for handicapped. The data obtained from the survey shows that 15.4% of the students surveyed met the criteria for the handicapped. Based on the total secondary school enrollment figure of 241,313, approximately 37,162 students in Kentucky secondary schools are handicapped. Of these students, 13,118 or 35.3% are enrolled in vocational programs. This means that 24,044 meeting the criteria for handicapped are not enrolled in vocational education programs. It is also possible to add approximately 14,582 to this figure, which is based on the assumption that 15.4% of those individuals of secondary school age who are not in school (94,688) would meet the criteria for handicapped. As of FY 1975, Kentucky had 1,113 handicapped students in postsecondary and adult programs. (Source: U.S. Office of Education).

Unlike disadvantaged persons, unemployed handicapped individuals also meet the criteria for vocational rehabilitation. Of the many services provided by the Bureau of Rehabilitation, one such service is vocational school placement. Based on FY 1976 program figures, 1,200 vocational rehabilitation clients were placed in vocational programs. Of course, there are many variables that this study cannot consider in determining an estimate of the number of handicapped adults needing vocational rehabilitation. This is even more evident when our estimated figure of 38,626 is compared to the Bureau of Rehabilitation's estimated target population eligible for rehabilitation services for FY 1975 of 88,333.

Special Vocational Education Programs

Programs that specifically address themselves to the needs of the disadvantaged and handicapped may or may not be a specific program designed only for the special needs student. Many regular vocational education programs containing supportive or ancillary services are all that is needed for disadvantaged or handicapped students to succeed in the program. For this reason a program designated as being a special vocational program is not the only vocational education program available to the special needs student. For the purposes of definition, the Bureau of Vocational Education classifies those programs available to the disadvantaged or handicapped into three types:

Supportive Programs
Modified Programs
Special Programs

Supportive programs are regular vocational education programs with ancillary services which are necessary for students to successfully complete the programs. Such ancillary services might include

special equipment and tools, teacher's aides, guidance, and other services that are supportive to the regular program. **Modified programs** are separate classes within a regular program area in which the curriculum and objectives are modified to meet student needs, interest, and capabilities. **Special programs** serve students who are not identified with a specific program area. The curriculum is developed around concepts of vocational education and related instruction in orientation and exploration to the world of work. Work experience may also be a component of these programs.

The objectives for this project stated that Regional Offices would be contacted to obtain information identifying special programs designed to serve the disadvantaged or handicapped. The questionnaire in Appendix I was designed with this purpose in mind. The data obtained was incomplete in most cases and some regions were not able to supply us with any information. (See the conclusions section of this report.) To obtain the data needed it was necessary to go to the Bureau of Vocational Education files. This data is presented in Tables XVI and XVII of this report. A similar breakdown of programs and number of students is contained in Appendix K.

Using the figures obtained from the statewide survey, it is possible to make the following comparison:

	Survey Data	Bureau Data
Disadvantaged in Vocational Education (Secondary School)	22,022	26,614
Handicapped in Vocational Education (Secondary School)	13,112	3,636

Table XVI

PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
1	Ballard Memorial H.S.	Ag	X			25
1	Ballard Memorial H.S.	BO		X		19
1	Ballard Memorial H.S.	Ag, BO, DE Aide	X			52
1	Ballard Memorial H.S.	Orientation			X	69
1	Calloway Co. H.S.	Ag	X			30
1	Carlisle Co.	Ag	X			39
1	Carlisle Co.	BO		X		10
1	Fulton Co.	Ag	X			56
1	Cuba H.S.	Ag	X			15
1	Farmington H.S.	Ag	X			32
1	Fancy Farm	Ag	X			20
1	Lowes	Ag	X			21
1	Sedalia H.S.	Ag	X			19
1	Symsonia H.S.	Ag	X			35
1	Wingo	Ag	X			16
1	Mayfield H.S.	Acad. Ass't. Orientation			X	30
1	Mayfield H.S.	DE		X		23
1	Mayfield H.S.	H.E.			X	12
1	Hickman Co.	Ag	X			25
1	Heath H.S.	Ag	X			43
1	Reidland H.S.	Ag	X			40
1	Paducah Tilghman	Ag	X			24
1	Reidland	Orientation H.O.		X		45
1	Heath	BO	X			14
1	Lone Oak H.S.	Guidance			X	50
1	Heath	H.E.		X		22
1	Heath	Orientation			X	230
1	Brazelton J. H.S.	Orientation			X	49
1	Jetton J. H.S.	Orientation			X	52
1	Paducah Tilghman	Orientation			X	83
1	North Marshall J. H.S.	Ag	X			15
1	Marshall Co.	Ag	X			18
1	South Marshall	Ag	X			8
1	Marshall Co.	BO	X			62
1	Marshall Co.	Guid			X	279
1	Fulton County Voc. Center	Special	X			328
1	Marshall Co. AVEC	Ind. Ed.	X			230
1	Mayfield Area Voc. Center	Special	X			144
1	Paducah Voc. Center	Special			X	130
1	W. Ky. State Voc. Tech.	Special	X			215
1	W. Ky. State Voc. Tech.	Special	X			250
1	W. Ky. State Voc. Tech.	Special	X			215
1	Paducah Voc. Center	DE		X		150
1	Paducah Voc. Center	Health		X		53
1	Paducah Voc. Center	Ind. Ed. (Ser. Sta. Attend.)		X		28
1	W. Ky. State Voc. Tech.	Special	X(learning Center)			

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
2	Christian Co. H.S.	Agribusiness	X			21
2	Christian Co. H.S.	Ag, BO, DE, H.E. Aide	X			236
2	Christian Co. H.S.	Guid (Career)			X	688
2	Christian Co. H.S.	Voc. ed. orientation			X	60
2	Hopkinsville H.S.	Orientation			X	30
2	Hopkinsville H.S.	Teacher Aide to guid.			X	(688)
2	Crittenden Co.	Agribusiness	X			23
2	Crittenden Co.	B&O	X			40
2	Caldwell Co. H.S.	Agribusiness	X			57
2	Madisonville North Hopkins	Agribusiness		X		24
2	Madisonville North Hopkins	Agribusiness		X		40
2	W. Hopkin H.S.	Agribusiness	X			34
2	South Hopkins	Agribusiness	X			49
2	Madisonville North Hopkins	B&O		X		43
2	South Hopkins	B&O	X			60
2	Madisonville North Hopkins	D.E.	X			60
2	South Hopkins	D.E.	X			22
2	West Hopkins	D.E.		X		111
2	Lyon Co.	Agribusiness	X			94
2	Hughes-Kirk	Agribusiness	X			40
2	Muhlenberg Central	Agribusiness	X			39
2	Todd Co.	Agribusiness	X			83
2	Trigg Co.	Agribusiness	X			72
2	Trigg Co.	B&O	X			64
2	Trigg Co.	D.E.	X			36
2	Trigg Co.	H.E.	X			30
2	Trigg Co.	Guidance Testing Mat.			X	506
2	Trigg Co.	H.O.	X			10
2	Todd Co.	B&O	X			12
2	Todd Co.	H.E. (Gainful)	X			12
2	Eddyville Voc. Center	Ind. Ed. (Auto Body)			X	6
2	Eddyville Voc. Center	Ind. Ed. (Heating & Air Conditioning)			X	6
2	Eddyville Voc. Center	Ind. Ed. (Masonry)			X	6
2	Eddyville Voc. Center	Ind. Ed. (Meat Cutting)			X	5
2	Eddyville Voc. Center	Ind. Ed. (Plumbing)			X	6
2	Eddyville Voc. Center	Ind. Ed. (Radio & TV)			X	6
2	Eddyville Voc. Center	Ind. Ed. (Sm. Engine Repair)			X	6
2	Eddyville Voc. Center	Ind. Ed. (Welding)			X	6
2	Eddyville Voc. Center	Operations			X	
2	Madisonville SVTS	Special(Learning Center)	X			234

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
3	Apollo H.S.	Ag		X		117
3	Daviess Co. H.S.	Ag		X		86
3	Apollo H.S.	BO Aide		X		20
3	Daviess Co.	BO	X			31
3	Owensboro H.S.	Ag	X			13
3	Hancock Co.	Ag		X		53
3	Henderson Co. H.S.	Ag	X			84
3	Ohio Co.	ICVE Orientation			X	52
3	McLean Co.	Ag		X		75
3	McLean Co.	BO	X			34
3	McLean Co.	BO	X			24
3	McLean Co.	HE	X			12
3	Webster Co.	Ag	X			45
3	Webster Co.	BO	X			30
3	Webster Co.	DE	X			54
3	Daviess Co. SVTS	Home Ec.		X		30
3	Daviess Co. SVTS	Special(Learning Center)	X			582

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
4	Austin Tracy	Agribusiness	X			18
4	Barren Co. H.S.	Agribusiness	X			90
4	Hiseville	Agribusiness	X			20
4	Park City H.S.	Agribusiness	X			20
4	Temple Hill H.S.	Agribusiness	X			21
4	Barren Co. H.S.	H.E.	X			16
4	Caverna H.S.	Career Ed. Center(Guid.)			X	125
4	Butler Co H.S.	Orientation			X	
4	Edmonson Co.	B.O.	X			17
4	Hart Co.	Guidance			X	125
4	Hart Co.	B.O.	X			56
4	Hart Co.	H.E.	X			12
4	Adairville	Ag	X			30
4	Metcalfe Co.	Ag	X			20
4	Metcalfe Co.	D.E.		X		33
4	Gamaliel Consolidated	Orientation			X	78
4	Franklin-Simpson H.S.	Ag	X			36
4	Franklin-Simpson H.S.	D.E.	X			45
4	Warren East H.S.	B.O.		X		15
4	Bowling Green High	D.E.		X		52
4	Bowling Green High	Health		X		15
4	Glasgow	DE	X			75
4	Lewisburg	Ag	X			32
4	Olmstead	Ag	X			18
4	Russellville	DE		X		11
4	Russellville	H.E.	X			25
4	Barren County AVEC	Health		X		30
4	Bowling Green SVTS	Related		X		91
4	Bowling Green SVTS	Health			X	40

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			Projected* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
5	Breckinridge Co. High	Rem. Reading			X	96
5	Grayson Co. High	Ag			X	24
5	Grayson Co. High	ICVE			X	
5	W. Hardin High	Ag	X			26
5	N. Hardin High	Ag		X		24
5	E. Hardin High	Ag	X			28
5	N. Hardin High	H Ec	X			15
5	N. Hardin High	H Ec	X			14
5	Elizabethtown H.S.	B&O	X			38
5	T. K. Stone Jr. High	Orientation			X	12
5	LaRue Co. High	Guidance			X	25
5	Marion Co. High	Ag	X			
5	Meade Co. H.S.	Ag	X			20
5	Nelson Co. Sr. High	Ag		X		20
5	Nelson Co. Sr. High	D.E.	X			100
5	Washington Co. High	Ag	X			33
5	Washington Co. High	H Ec	X			24
5	Elizabethtown SVTS	H Ec		X		17
5	Elizabethtown SVTS	Guidance	X			168
5	Elizabethtown SVTS	Related	X			250

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
6	Bullitt Central	Guidance	X			200
6	Henry Co.	Ag	X			
6	Oldham Co.	Ag	X			49
6	Oldham Co.	H.E.	X			11
6	Spencer Co.	Ag	X			16
6	Trimble Co.	Or. World of Work			X	30
6	Detrick Voc.	Ag	X			27
6	Pleasure Ridge Park H.S.	Ag, Horticulture	X			18
6	Pleasure Ridge Park H.S.	Ind. Ed. Auto Body	X			14
6	Pleasure Ridge Park H.S.	Ind. Ed. Auto Mechanics	X			20
6	Pleasure Ridge Park H.S.	Ind. Ed. Graphic Arts	X			12
6	Pleasure Ridge Park H.S.	Ind. Ed. Mach. Drafting	X			10
6	Pleasure Ridge Park H.S.	Ind. Ed. Radio & TV	X			18
6	Pleasure Ridge Park H.S.	Ind. Ed. Air Con & Ref	X			12
6	Southern	BO		X		21
6	Teen Age Parents	BO			X	51
6	Valley	BO		X		25
6	Thomas Jefferson H.S.	BO		X		23
6	Western	BO		X		20
6	Jesse Stuart	BO		X		23
6	Dawson Annex	Supermarket			X	400
6	Detrict Voc. Center	Health	X			115
6	Lynwood H.S.	Health		X		50
6	Lynwood H.S.	H.E.	X			140
6	Eastern	I.E. Masonry	X			36
6	Dawson Annex	Career Guid. Center			X	400
6	Youth Development	Coop			X	205
	5 schools	BO				100
6	Everett Day Treatment	Singer Voc Eval System			X	100
6	Fairdale	Voc Eval (Singer)			X	500
6	Ballard	BO		X		18
6	Voc Ed Youth Center	Ag		X		252
6	Ahrens	BO		X		22
	4 schools (summer term)	BO			X	100
	5 schools	BO				75
6	All High Schools	BO	X			483
6	Lynwood H.S.	BO		X		140
6	Dawson Annex	Occ. Work Exp. Pro.			X	934
6	Jeffersontown SVTS	Special	X			272
6	Jeffersontown SVTS	Special	X			157
6	Jeffersontown SVTS	Special	X			
6	Jeffersontown SVTS	Ag		X		18

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			# STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
6	PRP	Ind. Ed. Welding	X			23
6	Detrick	Ind. Ed. Auto Mech.	X			100
6	Detrick	Ind. Ed. Auto Parts	X			30
6	Detrick	Ind. Ed. Auto Tech.	X			31
6	Detrick	Ind. Ed. Carpentry	X			30
6	Detrick	Ind. Ed. Diesel Mech.	X			30
6	Detrick	Ind. Ed. Fork Lift Mech	X			30
6	Detrick	Ind. Ed. Masonry	X			42
6	Detrick	Ind. Ed. Off Mac Rep	X			30
6	Detrick	Ind. Ed. Plumbing	X			31
6	Detrick	Ind. Ed. Truck Mech.	X			40
6	Detrick	Ind. Ed. Welding	X			46
6	Fairdale Voc.	Health	X			40
6	Fairdale	H.E.	X			42
6	Fairdale	I.E. Auto Body	X			38
6	Fairdale	I.E. Auto Mech.	X			43
6	Fairdale	I.E. Carpentry	X			48
6	Fairdale	I.E. Masonry	X			40
6	Fairdale	I.E. Electronics	X			42
6	Fairdale	I.E. Elect. Wiring	X			32
6	Fairdale	I.E. Welding	X			48
6	Westport	H.E.	X			18
6	Westport	I.E. Carpentry	X			22
6	Westport	I.E. Commercial Art	X			11
6	Westport	I.E. Graphic Arts	X			19
6	Westport	I.E. Machine Shop	X			18
6	Westport	I.E. Masonry	X			16
6	Westport	I.E. Plumbing	X			20
6	Westport	I.E. Radio & TV	X			22
6	Westport	I.E. Heating & A.C.	X			15
6	Westport	I.E. Electrical	X			15
6	Westport	I.E. Welding	X			20
6	Durrett	BO	X			41
6	Doss	BO	X			35
6	Eastern H.S.	BO	X			40
6	Fairdale	BO	X			24
6	Fern Creek H.S.	BO		X		40
6	Jeffersontown H.S.	BO		X		20
6	Jeffersontown H.S.	BO	X			20
6	Male	BO	X			27
6	Male	BO		X		20
6	M.C. Moore High	BO		X		40
6	Pleasure Ridge Park H.S.	BO		X		35
6	Seneca	BO		X		20

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
6	Louisville Voc. Tech. Ins.	DE		X		240
6	LaGrange AVEC	Ind. Ed. Auto Body		X		
6	LaGrange AVEC	Ind. Ed. Auto Mechanics		X		
6	LaGrange AVEC	Ind. Ed. Carpentry		X		
6	LaGrange AVEC	Ind. Ed. Drafting		X		
6	LaGrange AVEC	Ind. Ed. Ind. Elec.		X		
6	LaGrange AVEC	Ind. Ed. Masonry		X		
6	LaGrange AVEC	Ind. Ed. Graphic Arts		X		
6	LaGrange AVEC	Ind. Ed. Radio & TV		X		
6	LaGrange AVEC	Ind. Ed. Small Engine Repair		X		
6	LaGrange AVEC	Ind. Ed. Welding		X		
6	LaGrange AVEC	Ind. Ed. Upholstery		X		
6	LaGrange AVEC	Operations		X		
6	Pewee Valley AVEC	B&O		X		
6	Pewee Valley AVEC	H.O. Nurse Aide		X		
6	Pewee Valley AVEC	I.E. Upholstery		X		
6	Pewee Valley AVEC	Operations		X		
6	Detrick	Ag Horticulture	X			27
6	Jeffersontown, PRP Voc Westport Voc., Moore	B&O (Career Institute)		X		105

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
7	Boone County	Rem Reading	X			62
7	Conner Senior	Rem Reading	X			113
7	Conner Senior	Guidance			X	315
7	Conner Junior	Guidance			X	203
7	Ockerman Junior	Guidance			X	150
7	Walton-Verona	Rem Reading	X			55
7	Campbell County	B&O	X			110
7	Bellevue	B&O	X			30
7	Bellevue	DE	X			54
7	Dayton	B&O		X		203
7	Silver Groove	Rem Reading	X			14
7	Highlands	Guidance			X	36
7	Highlands	B&O	X			14
7	Dayton	Guidance			X	640
7	Newport Alternative	B&O		X		48
7	Newport	Orientation			X	200
7	Carroll County	Rem Reading	X			259
7	Gallitin County	Ag	X			35
7	Grant County	Guidance			X	250
7	Grant County	Ag	X			20
7	Dixie Heights	Guidance			X	92
7	Job Prep Center	Orientation			X	90
7	Simon Kenton	Guidance			X	107
7	Turkey Foot	Guidance			X	150
7	Twenhofel	Guidance			X	225
7	Beechwood	Guidance			X	10
7	Ludlow	Guidance			X	30
7	Lloyd Memorial	Orientation			X	75
7	Lloyd Memorial	Guidance			X	180
7	Owen County	Home Economics	X			
7	Pendleton County	Orientation, Tutorial			X	175
7	Northern Ky. SVTS	Special(Learning Center)	X			760

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
9	Bath Co.	Ag	X			112
9	Bracken Co.	Ag	X			10
9	Bracken Co.	H.E.	X			9
9	Fleming Co.	Ag	X			20
9	Fleming Co.	BO	X			41
9	Fleming Co.	H.E.	X			20
9	Fleming Co.	I.E.	X			37
9	Tollesboro H.S.	Ag	X			34
9	Lewis Co.	Ag	X			30
9	Mason Co.	Ag		X		42
9	Maysville H.S.	Guidance			X	257
9	Menifee Co	Ag	X			125
9	Montgomery Co.	Or & Ex			X	60
9	Montgomery Co.	PA	X			215
9	Montgomery Co.	Ag	X			51
9	Montgomery Co.	D.E.		X		30
9	Montgomery Co.	H.E.		X		70
9	Morgan Co.	Ag	X			90
9	Morgan Co.	BO		X		72
9	Deming School	Guid.			X	144
9	Maysville AVEC	Ag		X		
9	Montgomery County	B&O		X		18
9	Morgan County	Ag		X		60

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
10	Boyd Co.	Ag, B&O, DE, Sp.	X			133
10	Ashland SVTS	Home Ec			X	12
10	Greenup County AVEC	I.E. (Related)	X			150
10	Boyd Co.	Ag	X			15
10	Boyd Co.	BO	X			18
10	Boyd Co.	ICVE			X	45
10	Putnam	P.A.				290
10	Fairview H.S.	I.E.	X			12
10	East Carter H.S.	Ag	X			69
10	East Carter H.S.	BO	X			60
10	West Carter H.S.	BO	X			86
10	Elliott Co.	Ag	X			58
10	Elliott Co.	BO		X		100
10	Elliott Co.	Guid.			X	110
10	Greenup Co.	Ag	X			60
10	Louisa	Ag	X			30
10	Louisa	BO	X			30
10	Russell Co.	BO	X			96
10	Raceland	BO	X			33

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
11	Allen Cent. High	O			X	60
11	Betsy Lane High	O & Ex			X	50
11	McDowell High	O & Ex			X	57
11	Prestonburg High	O & E			X	60
11	Wheelwright High	O & E & WE			X	60
11	Johnson Cent. High	B & O	X			37
11	Johnson Cent. High	O			X	50
11	Paintsville High	W Ex - Orientation			X	63
11	Paintsville High	W EX			X	15
11	Salyversville High	O			X	90
11	Sheldon Clark High	O			X	110
11	Johns Creek	Ag	X			95
11	Belfry High	B & O		X		24
11	Elkhorn City High	B & O	X			30
11	Feds Creek High	B & O	X			
11	Johns Creek High	B & O	X			
11	Millard High	B & O	X			
11	Mullins High	B & O		X		
11	Phelps	B & O	X			
11	Virgie High	B & O	X			
11	Belfry	H. Ec	X	X		60
11	Belfry	O, E, WE			X	110
11	Belfry	O, E, WE			X	(110)
11	4 Pike Co. Schools	O			X	510
11	Elkhorn City	O			X	110
11	Virgie	O, E, WE			X	44
11	Dorton	O			X	60
11	Belfry High	B & O	X			130
11	Mayo SVTS	Guidance	X			185
11	Mayo SVTS	Related	X			185
11	Mayo SVTS	Special(Learning Center)	X			185

Table XVI (continued)

PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
12	Breathitt H.S.	Ag		X		40
12	Lee County	Ag	X			40
12	Whitesburg High	D.E.	X			20
12	Owsley	Ag		X		23
12	Hazard	D.E.	X			79
12	Wolfe Co. H.S.	Ag	X			110
12	Wolfe Co. H.S.	BO		X		36
12	Wolfe Co. H.S.	H.E.		X		9
12	Hazard SVTS	Special(Learning Ctr.)			X	372
12	Hazard SVTS	Ind. Ed. (Heavy Equip)		X		12
12	Hazard SVTS	Ind. Ed. (Masonry)		X		18
12	Hazard SVTS	Ind. Ed. (Air Conditioning)		X		18
12	Hazard SVTS	Ind. Ed. (Welding)		X		18
12	Hazard SVTS	Guidance		X		350
12	Hazard SVTS	Related		X		200
12	Lee County AVEC	B&O	X			70

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
13	Corbin High	BO	X			14
13	Rockcastle Co. High	O			X	24
13	Whitley Co. High	BO	X			99
13	Whitley Co. High	Ag	X			23
13	Jackson Co. High	O, E			X	20
13	Laurel Co. High	Ag		X		30
13	Laurel Co. High	O			X	38
13	Laurel Co. High	O			X	22
13	Bash Jr.	O, E			X	20
13	Clay Co.	Ag		X		40
13	Clay Co.	O, E			X	68
13	London Jr.	O			X	15
13	Bell County	Ag		X		78
13	Bell County	B&O	X			99
13	Bell County	D.E.	X			75
13	Bell County	Home Economics		X		27
13	Middlesboro	D.E.	X			21
13	Middlesboro	Health	X			24
13	James A. Cawood	Ag	X			35
13	James A. Cawood	B&O	X			207
13	Evarts	D.E.	X			116
13	James A. Cawood	Guidance			X	200
13	Harlan	B&O	X			88
13	Lynch	D.E.	X			68
13	Knox Central	Ag	X			100
13	Lynn Camp	D.E.	X			60
13	Laurel County	Rem Reading	X			24
13	Rockcastle	Ag	X			55
13	Harlan SVTS	Special(Learning Ctr.)	X			167
13	Knox County AVEC	Special(Learning Ctr.)	X			81
13	Bell County AVEC	Ind. Ed. (Welding)		X		18
13	Bell County AVEC	Ind. Ed. (Welding)		X		30
13	Bell County AVEC		X			200
13	Clay County AVEC	Ind. Ed. (Auto Mech.)		X		32
13	Harlan SVTS	Home Ec.			X	32

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
14	Adair Co.	Ag	X			144
14	Casey Co.	Ag	X			70
14	Clinton Co.	Ag	X			119
14	Cumberland Co.	Ag.	X			91
14	Green Co.	Ag	X			55
14	Green Co.	Orientation			X	50
14	McCreary Co.	Ag	X			32
14	McCreary Co.	D.E.	X			60
14	McCreary Co.	BO	X			70
14	Nancy H.S.	Ag	X			12
14	Nancy H.S.	Ag		X		14
14	Pulaski	Ag	X			45
14	Pulaski	D.E.	X			101
14	Somerset	D.E.	X			40
14	Russell Co.	Ag		X		131
14	Russell Co.	BO	X			225
14	Russell Co.	H.E.		X		16
14	Taylor Co. H.S.	Ag		X		97
14	Taylor Co. H.S.	Guid.			X	347
14	Taylor Co. H.S.	Orientation			X	46
14	Taylor Co. H.S.	Orientation			X	46
14	Campbellsville	D.E.	X			54
14	Wayne Co.	Ag & D.E.	X			138
14	Monticello Ind. School	Guid. & Testing			X	35
14	Somerset SVTS	Special	X(Learning Center			105
14	Casey Co. AVEC	Ag			X	21
14	Russell County AVEC	Ind. Ed. (Auto Mechanics)		X		20
14	Somerset SVTS	Ind. Ed. (Auto Mechanics)		X		25

Table XVI (continued) PROGRAMS SERVING DISADVANTAGED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
15	George Rogers Clark	Ag	X			22
15	George Rogers Clark	H.E.		X		10
15	George Rogers Clark	H.E.		X		15
15	Estill Co.	Ag	X			75
15	Estill Co.	BO	X			95
15	Estill Co.	H.E.		X		16
15	Fayette Co. Schools	Reading Skills			X	
15	Bryan Station Jr.	H.E.		X		20
15	Bryan Station Sr.	H.E.	X			15
15	Lafayette H.S.	H.E.	X			11
15	Lexington Jr.	H.E.		X		22
15	Henry Clay H.S.	Or. & W.E.			X	72
15	Lafayette	Or.			X	24
15	Tates Creek H.S.	Ex & W.E.			X	60
15	Frankfort H.S.	BO	X			29
15	Harrison Co.	H.E.	X			18
15	Jessamine Co.	BO	X			30
15	Madison H.S.	ICVE			X(ICVE)	36
15	Nicholas Co.	H.E.	X			6
15	Powell Co.	P.A.	X			1150
15	Scott Co.	H.E.	X			14
15	Woodford Co.	Ag	X			31
15	Woodford Co.	Or.			X	30
15	Woodford Co.	Coop			X	36
15	Bourbon Co.	Ag	X			28
15	Bourbon Co.	BO	X			40
15	Boyle Co.	Or, Ex & W.E.			X	35
15	Danville H.S.	H.E.		X		18
15	Danville H.S.	ICVE			X(ICVE)	54
15	CKSVTS-Blackburn Corr. Complex	Special			X	36
15	CKSVTS-Day Treatment	Special			X	110
15	CKSVTS-Urban League	Special	X			216
15	Central Kentucky SVTS	DE		X		200
15	Central Kentucky SVTS	Home Ec.		X		
15	Central Kentucky SVTS	Ind. Ed.		X		17
15	Central Kentucky SVTS	Special(Learning Center)	X			147
15	Central Kentucky SVTS	B&O	X			108
15	Danville School of PN	Health	X			180
15	Fayette County AVEC	Ind. Ed.(Cooperative Coordinator)	X			

Table XVII

PROGRAMS SERVING HANDICAPPED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
1	Paducah AVEC	D.E., H.O.	X			43
1	West Kentucky SVTS	BO, H.Ec., I.E., P.S.	X			55
1	West Kentucky SVTS	BO, I.E.(Related Instr.)	X			86
1	Murray High	O, E. W.E.			X	31
1	Mayfield High	O, E.			X	38
1	Marshall Co. High	Guidance			X	99
1	Paducah Tilghman	W.E.			X	64
1	Mayfield AVEC	O, W.E.			X	57
1	Paducah AVEC	O, W.E.			X	43
2	South Hopkins High	Ag	X			25
2	Hopkinsville High	O, W.E.			X	25
2	Madisonville SVTS	Guid. & Couns.			X	101
2	Eddyville	O, E			X	
2	Eddyville	Skill Training			X	47
3	Daviess Co. SVTS	H. Ec.		X		30
3	Daviess Co. SVTS	Building Maintenance		X		37
3	Owensboro High	O, E, W.E.			X	50
3	Tri-Co. School for TMH	O, E, W.E.			X	28
4	Bowling Green SVTS	I.E.(Related Instruction)		X		12
4	Warren East High	O			X	30
4	Bowling Green High	E			X	18
4	Butler Co. High	O, E			X	20
4	Russellville Ind.	O			X	36
4	Metcalfe Co. High	O, E			X	44
4	Gamaliel High	O			X	48
4	Thompkinville High	O			X	42
4	Franklin-Simpson High	O, E			X	39
4	Warren Central High	O			X	30
5	Breckinridge Co. High	O			X	61
5	E-town High	O			X	46
5	Hardin Co. High	O, E, W.E.			X	233
5	Marion Co. High	O, E, W.E.			X	50
5	Bardstown High	O, E, W.E.			X	60
6	Mill Creek	H. Ec.	X			19
6	Jefferson SVTS	Ag, BO, H.O.	X			106
6	Lyndon Voc. Rehab.	Graphic Arts		X		30
6	Mill Creek	Ag		X		19
6	Mill Creek	BO		X		21
6	Mill Creek	BO		X		27
6	Lyndon & Mill Creek	BO		X		60

Table XVII (continued) PROGRAMS SERVING HANDICAPPED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
6	Mill Creek	D.E.		X		24
6	Mill Creek	H.O.		X		19
6	Mill Creek	H. Ec.		X		30
6	Mill Creek	H. Ec.		X		29
6	Mill Creek	H. Ec.		X		30
6	Mill Creek	Appliance Repair		X		30
6	Mill Creek	Building Maintenance		X		15
6	Mill Creek	Graphic Arts		X		30
6	Mill Creek	Small Engine Repair		X		25
6	Jefferson SVTS	Ag, BO		X		28
6	Louisville VTS	BO (Hearing I)		X		3
6	LaGrange V.E.	I.E.		X		73
6	Pewee Valley Vo. Ed.	BO, H.O., Upholstery		X		54
6	Bullitt Central High	O, E.			X	40
6	Churchill Park	O, E, W.E.			X	
6	Melbourne Heights	O, E, W.E.			X	32
6	Churchill Park	Home & Com. Serv.			X	24
6	Voc. Eval. Center	O, E, W.E.			X	540
6	Oldham Co. High	O, E, W.E.			X	38
6	Trimble Co. High	Ag, O, E.			X	15
6	Trimble Co. High	O, E			X	30
6	Jefferson SVTS	Lab Exp & Ind.Instr.		X	X	36
6	Jefferson SVTS	O, E			X	18
7	Grant Co. High	Ag	X			13
7	N. K. SVTS	BO, H.O, H. Ec.	X			6
7	N. K. SVTS	Project Charge		X		48
7	Newport High	O, E, W.E.			X	60
7	Holmes High	W.E.			X	30
7	N. K. SVTS	O, E			X	30
7	Redwood School & Rehab.	O, E, W.E.			X	40
9	Montgomery Co. High	Ag	X			34
9	Montgomery Co. High	H. Ec.	X			6
9	Montgomery Co. High	P. Arts	X			143
9	Montgomery Co. High	D.E.		X		16
9	Montgomery Co. High	H. Ec.		X		7
9	Montgomery Co. High	O, E.			X	65
9	Fleming Co. High	O, E			X	57
9	Deming Sch.	Guidance			X	88
9	Frenchburg Boys' Center	E			X	213
9	Rowan Co. AVEC	BO		X	X	62

Table XVII (continued) PROGRAMS SERVING HANDICAPPED STUDENTS

REGION	SCHOOL	PROGRAM AREA	PROGRAM TYPE			PROJECTED* # STUDENTS
			SUPPORTIVE	MODIFIED	SPECIAL	
10	Boyd C. High	Ag	X			2
10	Elliott Co. High	Ag	X			37
10	Elliott Co. High	BO		X		5
10	Boyd County AVEC	O, E, W.E.			X	30
11	Mayor SVTS	BO, H.O.	X			93
11	Pike Co. Secondary Schools	Sp. Therapist			X	115
11	Belfry High	O, E, W.E.			X	40
11	Johnson Central	Supportive and Remedial			X	106
12	Hazard SVTS	20% counselor	X			87
12	Hazard SVTS	Ind. Instruction by related instructor	X			40
12	Wolfe Co. High	Ag		X		22
12	Wolfe Co. High	H. Ec.		X		5
13	Bush Jr. High	O, E.			X	20
13	Rockcastle Co. High	Ag	X			28
13	Rockcastle Co. High	O			X	34
13	Jackson Co. High	O.E.			X	15
13	London Jr. High	O.E.			X	25
13	Clay Co. High	O			X	27
13	Laurel Co. High	O.E.			X	15
13	Bell County AVEC	O, E			X	60
14	Taylor Co. High	Ag, D.E., H.Ec., I.E. 50% counselor	X			50
14	Wayne Co. High	25% counselor	X			49
14	Russell Co. High	Ag		X		32
14	Green Co. High	Tutorial			X	43
14	McCreary Co. High	O			X	40
15	Central Ky. SVTS	H.O.	X			104
15	Bluegrass	O.E. (TMH)			X	35
15	Harrison Co. High	W.E.			X	55
15	Franklin Co. High	W.E.			X	35
15	Jessamine Co. High	O, W.E.			X	19
15	Ky. School for Deaf	W.E.		X	X	111
15	Cardinal Hill V.S.	E			X	100

Benefiting from Vocational Education

What portion of the target populations of disadvantaged and handicapped could benefit from vocational education programs? Projecting the percentages we obtained from the survey of 8,145 juniors and seniors to the total population, we have already indicated that 62,741 students meet the criteria for disadvantaged and 37,162 students meet the criteria for handicapped. The survey also found that 67.2% of the disadvantaged and 65.4% of the handicapped felt that vocational training would help them. Based on these figures, that portion of the target population that could benefit from vocational education programs would be 67.2% x 67,741 or 42,162 **disadvantaged students**, and 65.4% x 37,162 or 24,305 **handicapped students**. These figures show that approximately 20,000 more disadvantaged and 11,000 additional handicapped students than those already in vocational education programs could benefit from such programs.

When those students surveyed were asked if they felt training opportunities were available for them, 40.3% of the disadvantaged and 38.8% of the handicapped indicated that opportunities were not available. Based on these percentages and the projected figures for disadvantaged and handicapped, 25,285 disadvantaged students and 14,419 handicapped students feel that training opportunities are not available for them. The feeling that vocational training is not available may be due to specific programs in occupational areas of interest not existing, and not that programs in general do not exist. A comparison of occupational aspirations to vocational education enrollment by occupational area illustrates an apparent discrepancy between available programs and interests. (See Figure 4.)

A COMPARISON OF OCCUPATIONAL ASPIRATIONS TO VOCATIONAL EDUCATION ENROLLMENT BY OCCUPATIONAL AREA

	Total Population		Handicapped		Disadvantaged	
	Enrollment*	Aspiration	Enrollment**	Aspiration	Enrollment**	Aspiration
Agriculture	9,70%	5.20%	21.00%	4.80%	38.90%	6.00%
Distributive Education	5.20%	1.40%	2.30%	2.40%	9.60%	1.80%
Health Occupations	2.46%	10.40%	2.50%	9.60%	2.50%	9.20%
Business/Office	13.73%	21.40%	7.60%	18.80%	35.00%	17.10%
Trades/Industry	15.86%	11.00%	19.20%	13.40%	8.00%	17.70%

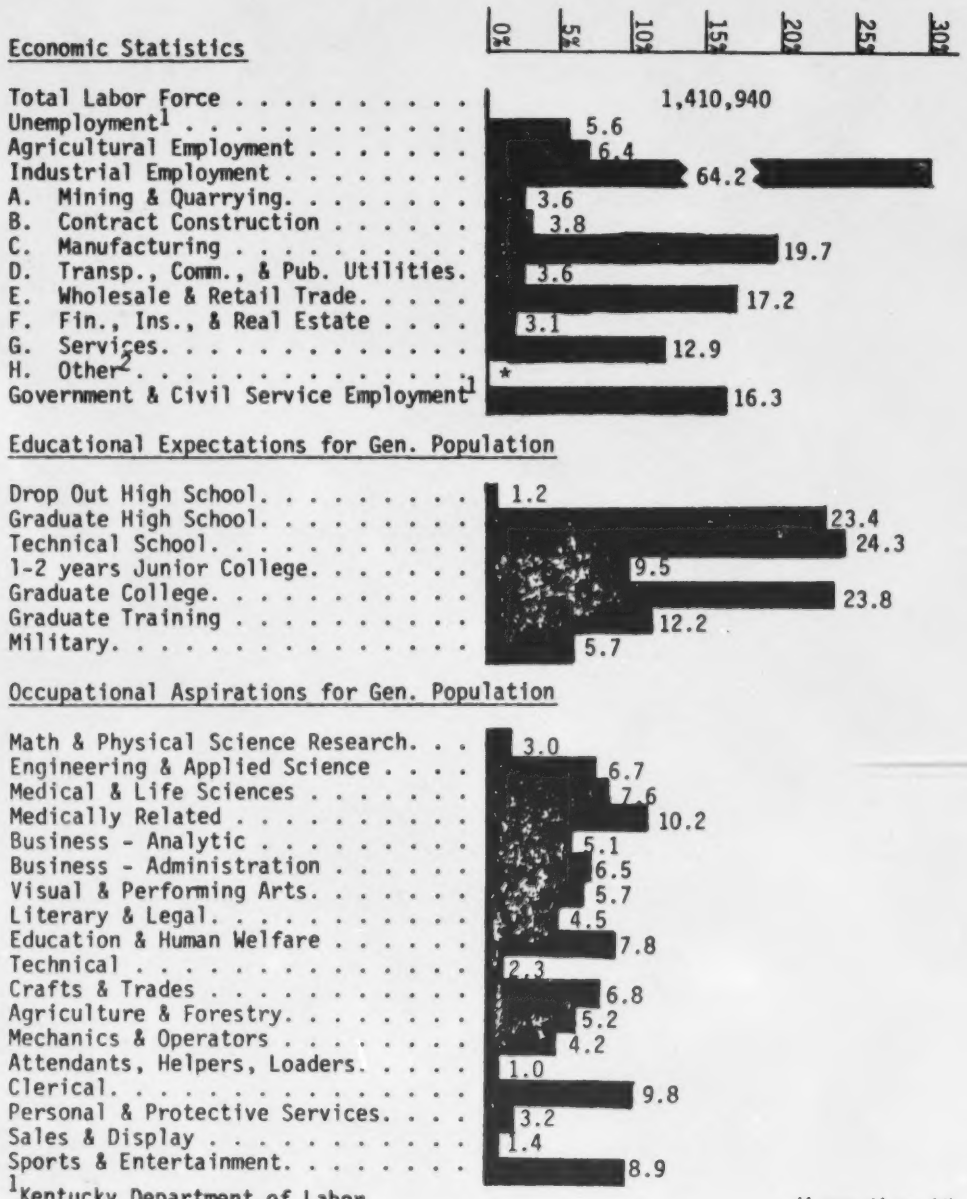
*U.S. Office of Education Form 346-3, U.S. Department of Health Education, and Welfare, Washington, D.C., FY 1975

**Bureau of Vocational Education, Kentucky Department of Education, Frankfort, FY 1976

Figure 4

Manpower Data Comparison

A review of the economic statistics of Kentucky shows the highest percentage of employment opportunities to be in the industrial areas of manufacturing (19.7%), wholesale and retail trade (17.2%), services (12.9%), and in government and civil service positions (16.3%). In our survey, 52.2% of the students indicated that they expect to complete high school or go on to a technical school or a junior college. An additional 36% expect to graduate from college or do additional graduate work. Student's occupational aspirations clustered around medically related careers (10.9%), clerical careers (9.8%), and careers in sports and entertainment (8.9%). (See Figure 5.)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30%
Economic Statistics
Total Labor Force 1,410,940
Unemployment[1] 5.6
Agricultural Employment 6.4
Industrial Employment 64.2
A. Mining & Quarrying. 3.6
B. Contract Construction 3.8
C. Manufacturing 19.7
D. Transp., Comm., & Pub. Utilities. 3.6
E. Wholesale & Retail Trade. 17.2
F. Fin., Ins., & Real Estate 3.1
G. Services. 12.9
H. Other[2] . . . . . *
Government & Civil Service Employment[1] 16.3
Educational Expectations for Gen. Population
Drop Out High School. 1.2
Graduate High School. 23.4
Technical School. 24.3
1-2 years Junior College. 9.5
Graduate College. 23.8
Graduate Training 12.2
Military. 5.7
Occupational Aspirations for Gen. Population
Math & Physical Science Research. . . 3.0
Engineering & Applied Science 6.7
Medical & Life Sciences 7.6
Medically Related 10.2
Business - Analytic 5.1
Business - Administration 6.5
Visual & Performing Arts. 5.7
Literary & Legal. 4.5
Education & Human Welfare 7.8
Technical 2.3
Crafts & Trades 6.8
Agriculture & Forestry. 5.2
Mechanics & Operators 4.2
Attendants, Helpers, Loaders. 1.0
Clerical. 9.8
Personal & Protective Services. . . . 3.2
Sales & Display 1.4
Sports & Entertainment. 8.9
[1]Kentucky Department of Labor
[2]Kentucky Deskbook of Economic Statistics: 1976
*Less than 1%

Figure 5

Of the students meeting the criteria for disavantaged, 62.3% indicated the expectation to complete high school or go on to a technical school or junior college. An additional 25.8% of this group expect to graduate from college or do additional graduate work. Occupational aspirations of the students identified as disadvantaged clustered around careers in sports and entertainment (10.95%), careers in education and human welfare (9.9%), and medically related careers (9.2%). (See Figure 6.)

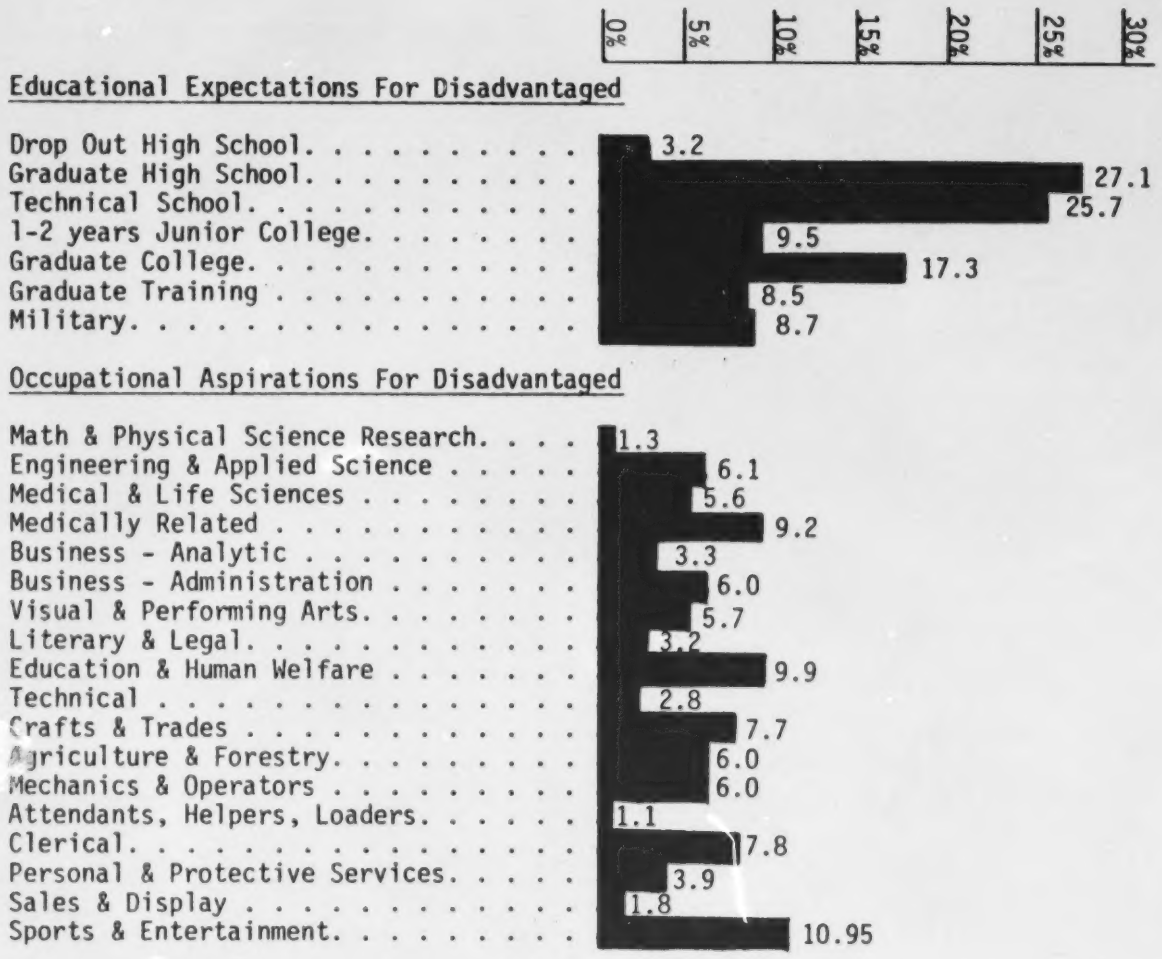

0%
5%
10%
15%
20%
25%
30%
Educational Expectations For Disadvantaged
Drop Out High School. 3.2
Graduate High School. 27.1
Technical School. 25.7
1-2 years Junior College. 9.5
Graduate College. 17.3
Graduate Training 8.5
Military. 8.7
Occupational Aspirations For Disadvantaged
Math & Physical Science Research. . . . 1.3
Engineering & Applied Science 6.1
Medical & Life Sciences 5.6
Medically Related 9.2
Business - Analytic 3.3
Business - Administration 6.0
Visual & Performing Arts. 5.7
Literary & Legal. 3.2
Education & Human Welfare 9.9
Technical 2.8
Crafts & Trades 7.7
Agriculture & Forestry. 6.0
Mechanics & Operators 6.0
Attendants, Helpers, Loaders. 1.1
Clerical. 7.8
Personal & Protective Services. 3.9
Sales & Display 1.8
Sports & Entertainment. 10.95

Figure 6

Students identified as meeting the criteria for handicapped had similar educational expectations. Some 62.8% indicated the expectation to graduate from high school or go on to a technical school or junior college. An additional 26.9% expect to graduate from college or to do additional graduate training. The students identified as handicapped chose careers in sports and entertainment (9.8%), medically related careers (9.6%), and careers in education and human welfare (8.8%). (See Figure 7)

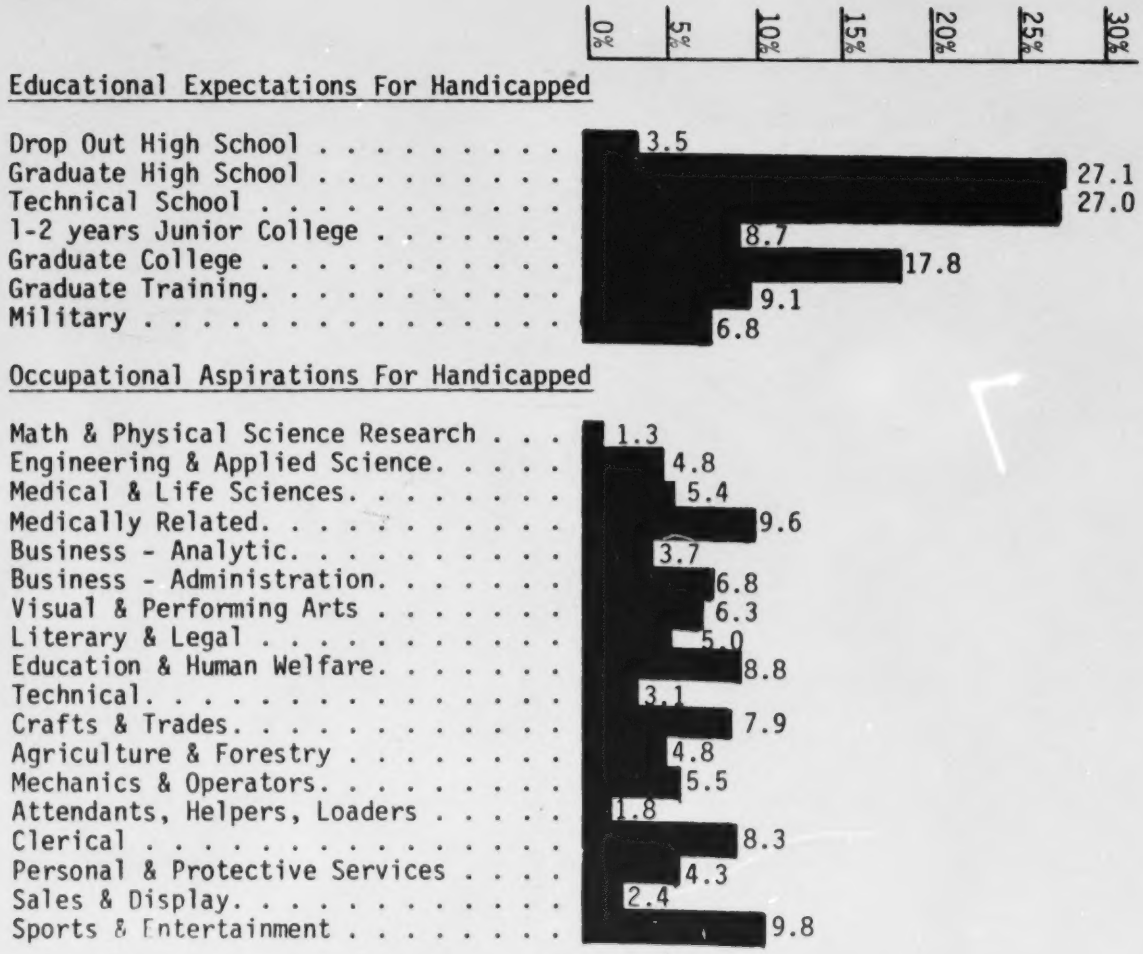
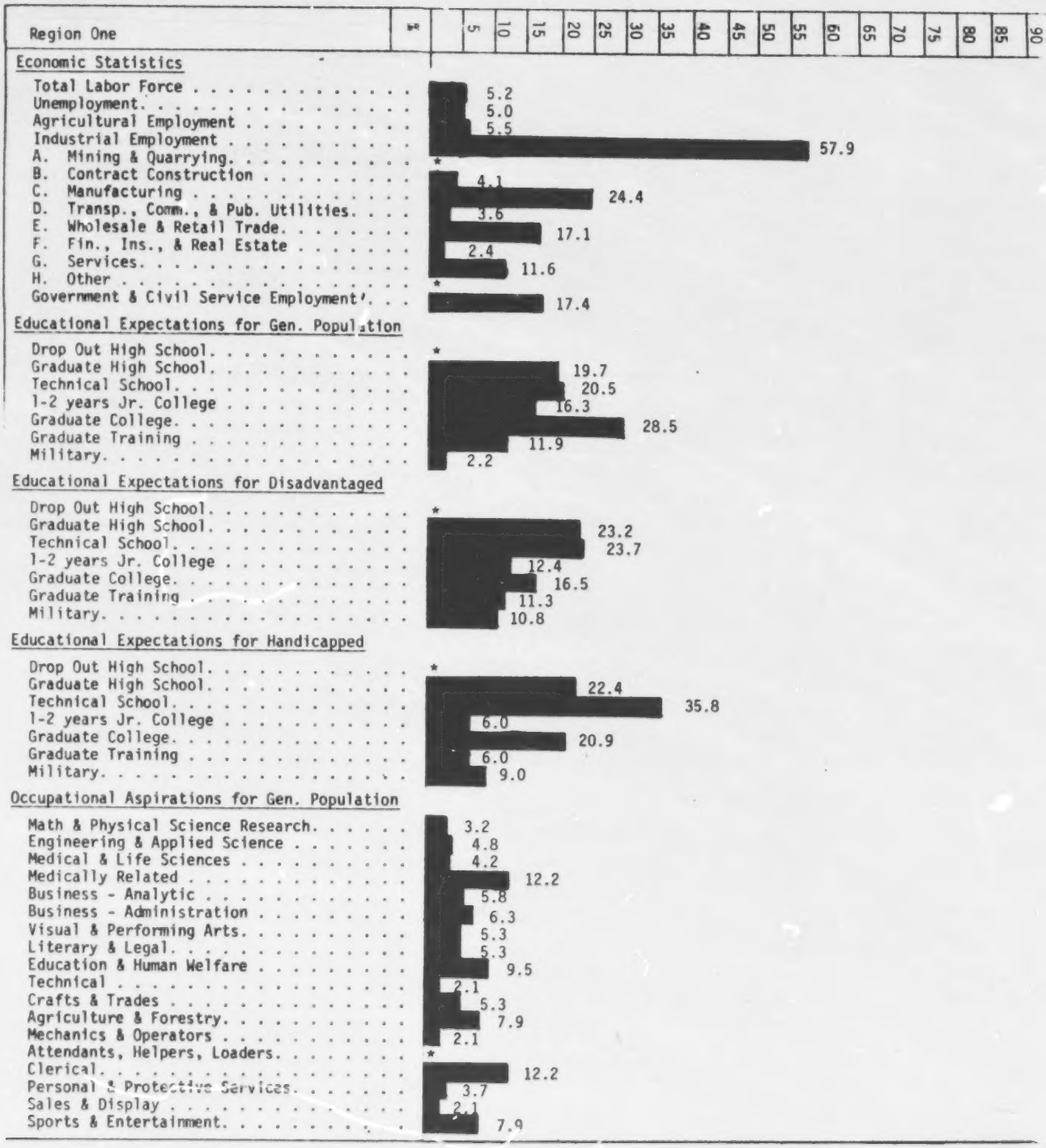

0%
5%
10%
15%
20%
25%
30%
Educational Expectations For Handicapped
Drop Out High School 3.5
Graduate High School 27.1
Technical School 27.0
1-2 years Junior College 8.7
Graduate College 17.8
Graduate Training. 9.1
Military 6.8
Occupational Aspirations For Handicapped
Math & Physical Science Research . . . 1.3
Engineering & Applied Science. 4.8
Medical & Life Sciences. 5.4
Medically Related. 9.6
Business - Analytic. 3.7
Business - Administration. 6.8
Visual & Performing Arts 6.3
Literary & Legal 5.0
Education & Human Welfare. 8.8
Technical. 3.1
Crafts & Trades. 7.9
Agriculture & Forestry 4.8
Mechanics & Operators. 5.5
Attendants, Helpers, Loaders 1.8
Clerical 8.3
Personal & Protective Services 4.3
Sales & Display. 2.4
Sports & Entertainment 9.8

Figure 7

It appears that many students have possible unrealistic education expectations and occupational aspirations. According to the 1970 census, 79.1% of all Kentuckians today were born in Kentucky. Therefore, expectations and aspirations of students should be more nearly like the employment opportunities within the state.

Due to the small number of disadvantaged and handicapped persons surveyed in each region and the large variety of acceptable responses, the occupational aspirations data for these groups will not be included in this report. However, a regional breakdown of data is contained in Table XVIII, which includes manpower data, educational expectations of the general and target populations, and occupational aspirations of the general population.

Table XVIII Regional Manpower Data

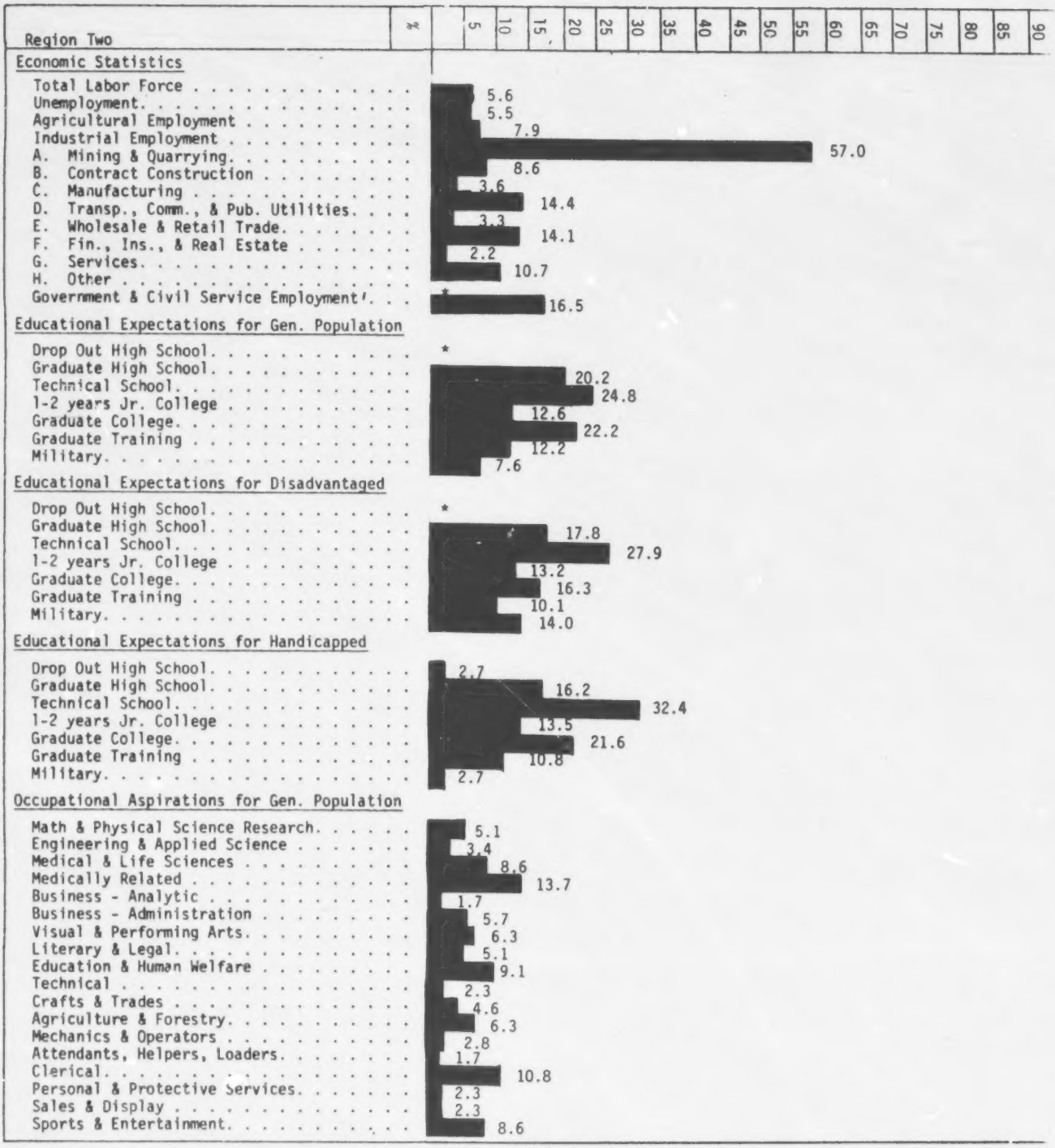

Region One
%
5
10
15
20
25
30
35
40
45
50
55
60
65
70
75
80
85
90
Economic Statistics
Total Labor Force 5.2
Unemployment. 5.0
Agricultural Employment 5.5
Industrial Employment 57.9
A. Mining & Quarrying. . . . . *
B. Contract Construction 4.1
C. Manufacturing 24.4
D. Transp., Comm., & Pub. Utilities. . . . 3.6
E. Wholesale & Retail Trade. 17.1
F. Fin., Ins., & Real Estate 2.4
G. Services. 11.6
H. Other . . . . . *
Government & Civil Service Employment. . . 17.4
Educational Expectations for Gen. Population
Drop Out High School. . . . . *
Graduate High School. 19.7
Technical School. 20.5
1-2 years Jr. College 16.3
Graduate College. 28.5
Graduate Training 11.9
Military. 2.2
Educational Expectations for Disadvantaged
Drop Out High School. . . . . *
Graduate High School. 23.2
Technical School. 23.7
1-2 years Jr. College 12.4
Graduate College. 16.5
Graduate Training 11.3
Military. 10.8
Educational Expectations for Handicapped
Drop Out High School. . . . . *
Graduate High School. 22.4
Technical School. 35.8
1-2 years Jr. College 6.0
Graduate College. 20.9
Graduate Training 6.0
Military. 9.0
Occupational Aspirations for Gen. Population
Math & Physical Science Research. 3.2
Engineering & Applied Science 4.8
Medical & Life Sciences 4.2
Medically Related 12.2
Business - Analytic 5.8
Business - Administration 6.3
Visual & Performing Arts. 5.3
Literary & Legal. 5.3
Education & Human Welfare 9.5
Technical 2.1
Crafts & Trades 5.3
Agriculture & Forestry. 7.9
Mechanics & Operators 2.1
Attendants, Helpers, Loaders. . . . . *
Clerical. 12.2
Personal & Protective Services. 3.7
Sales & Display 2.1
Sports & Entertainment. 7.9

[1]Kentucky Department of Labor

[2]Kentucky Deskbook of Economic Statistics: 1976

*Less than 1%

Table XVIII Regional Manpower Data

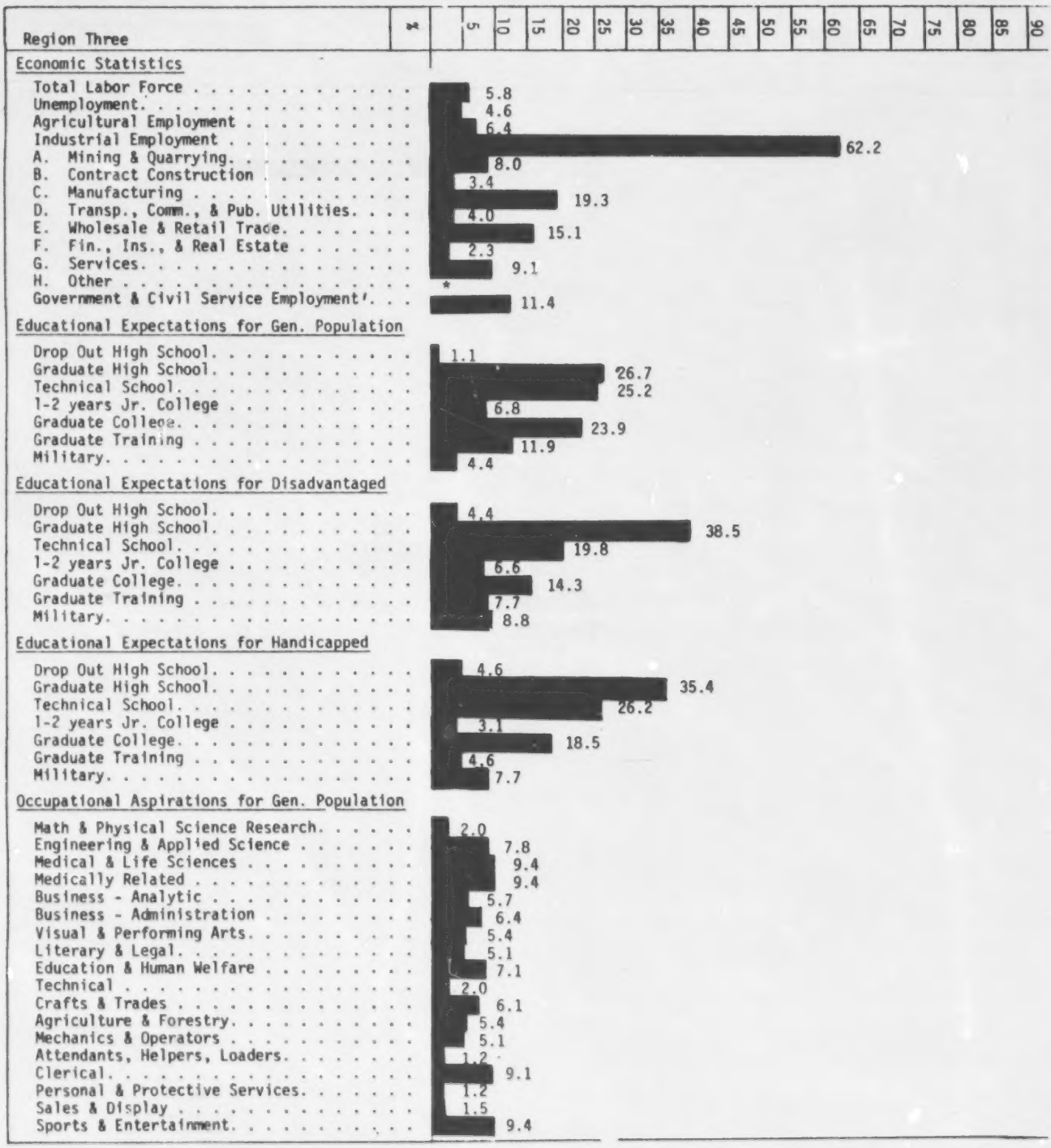


[1]Kentucky Department of Labor

[2]Kentucky Deskbook of Economic Statistics: 1976

*Less than 1%

Table XVIII Regional Manpower Data

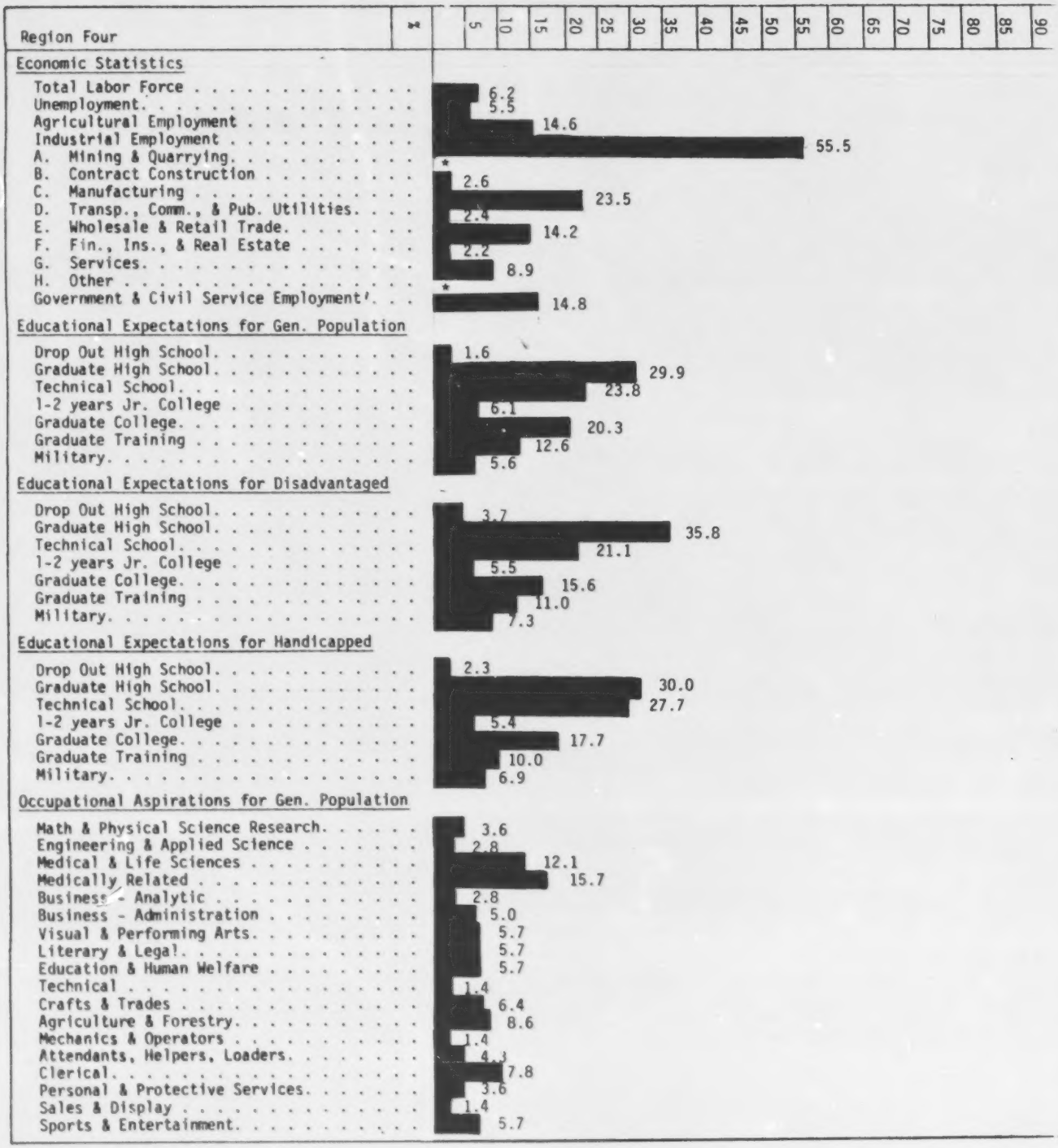


[1]Kentucky Department of Labor

*Less than 1%

[2]Kentucky Deskbook of Economic Statistics: 1976

Table XVIII Regional Manpower Data

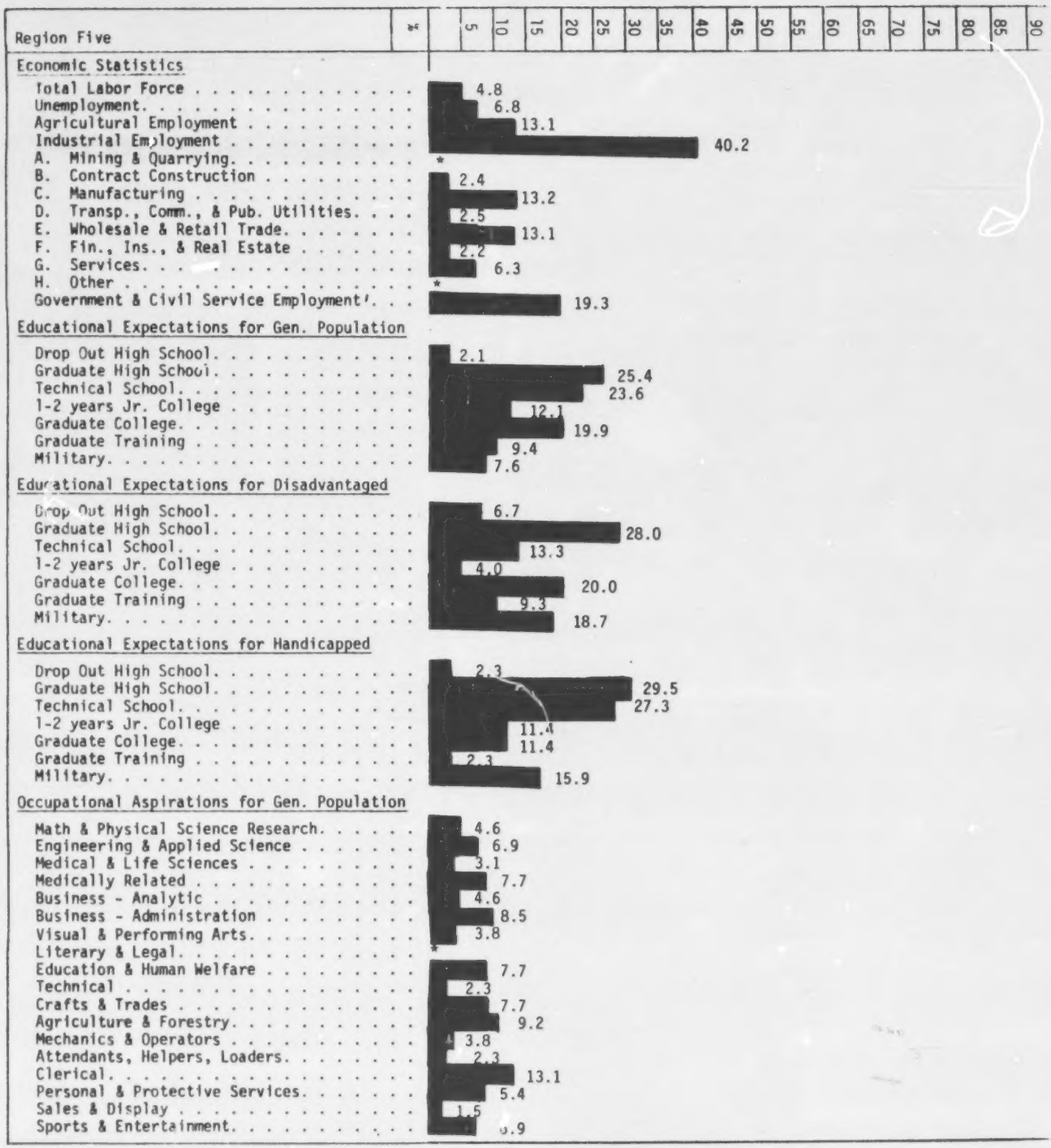


[1]Kentucky Department of Labor

*Less than 1%

[2]Kentucky Deskbook of Economic Statistics: 1976

Table XVIII Regional Manpower Data

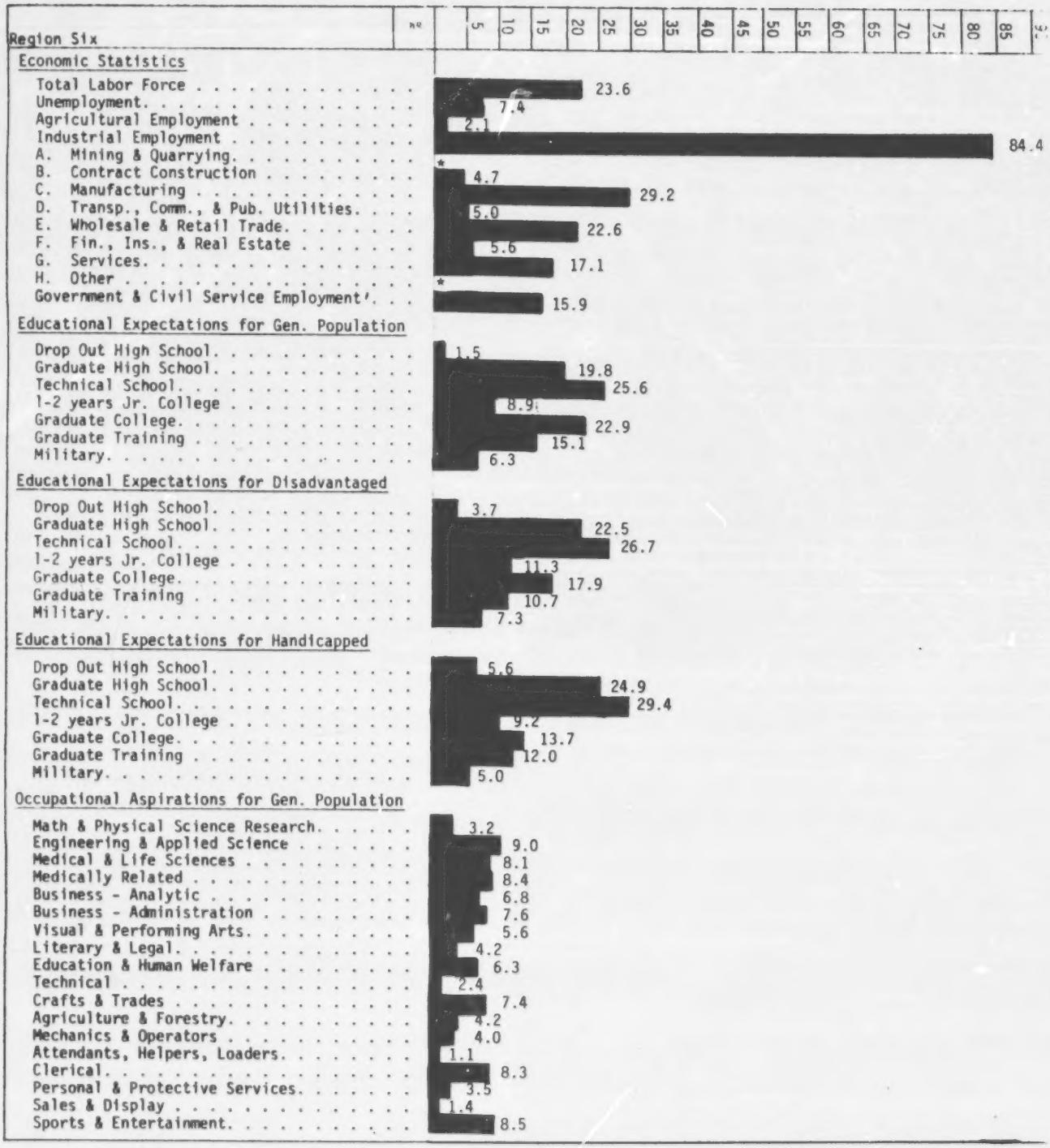


[1]Kentucky Department of Labor

*Less than 1%

[2]Kentucky Deskbook of Economic Statistics: 1976

Table XVIII Regional Manpower Data

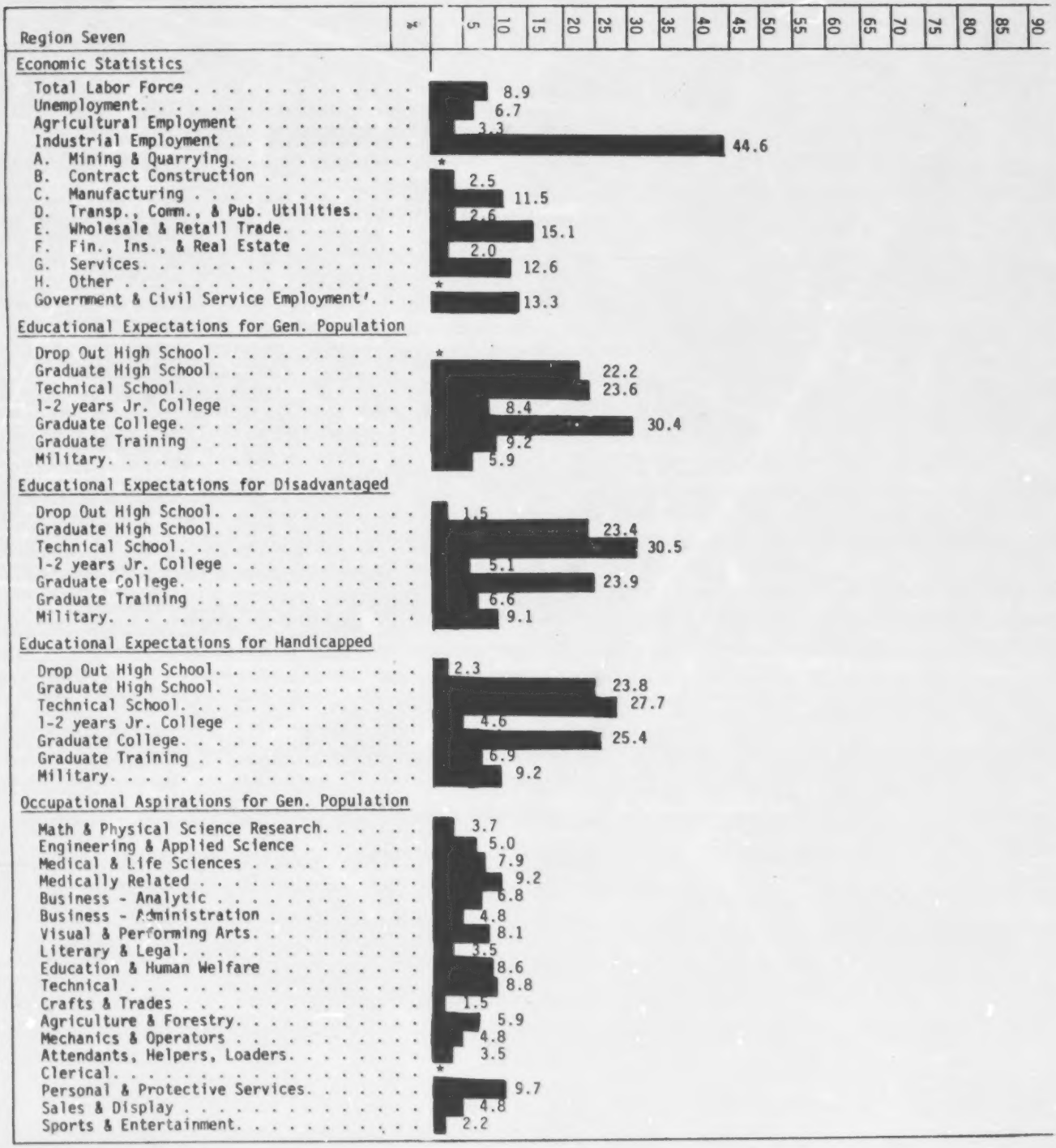


[1]Kentucky Department of Labor

[2]Kentucky Deskbook of Economic Statistics: 1976

*Less than 1%

Table XVIII Regional Manpower Data

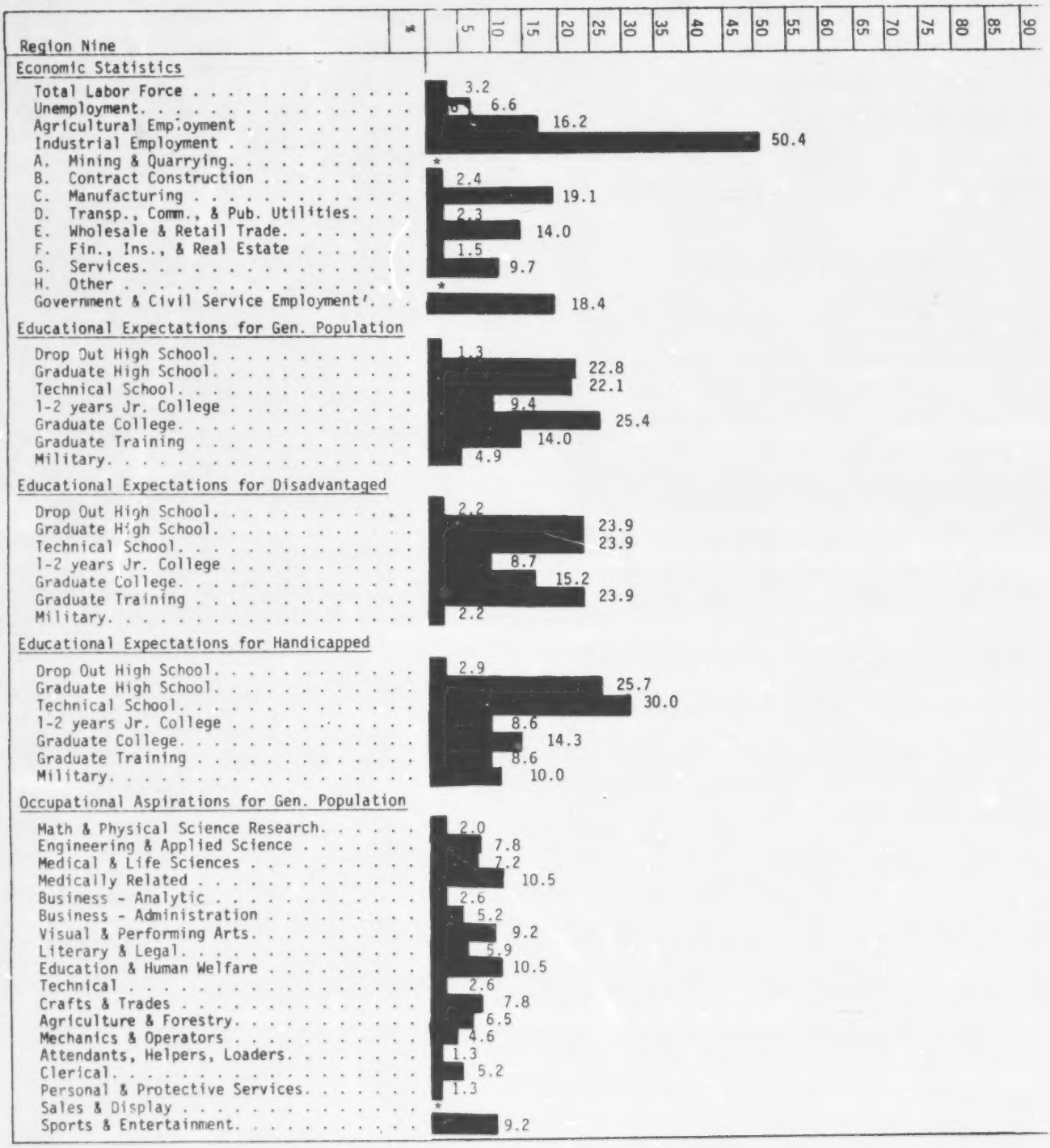


[1]Kentucky Department of Labor

*Less than 1%

[2]Kentucky Deskbook of Economic Statistics: 1976

Table XVIII Regional Manpower Data

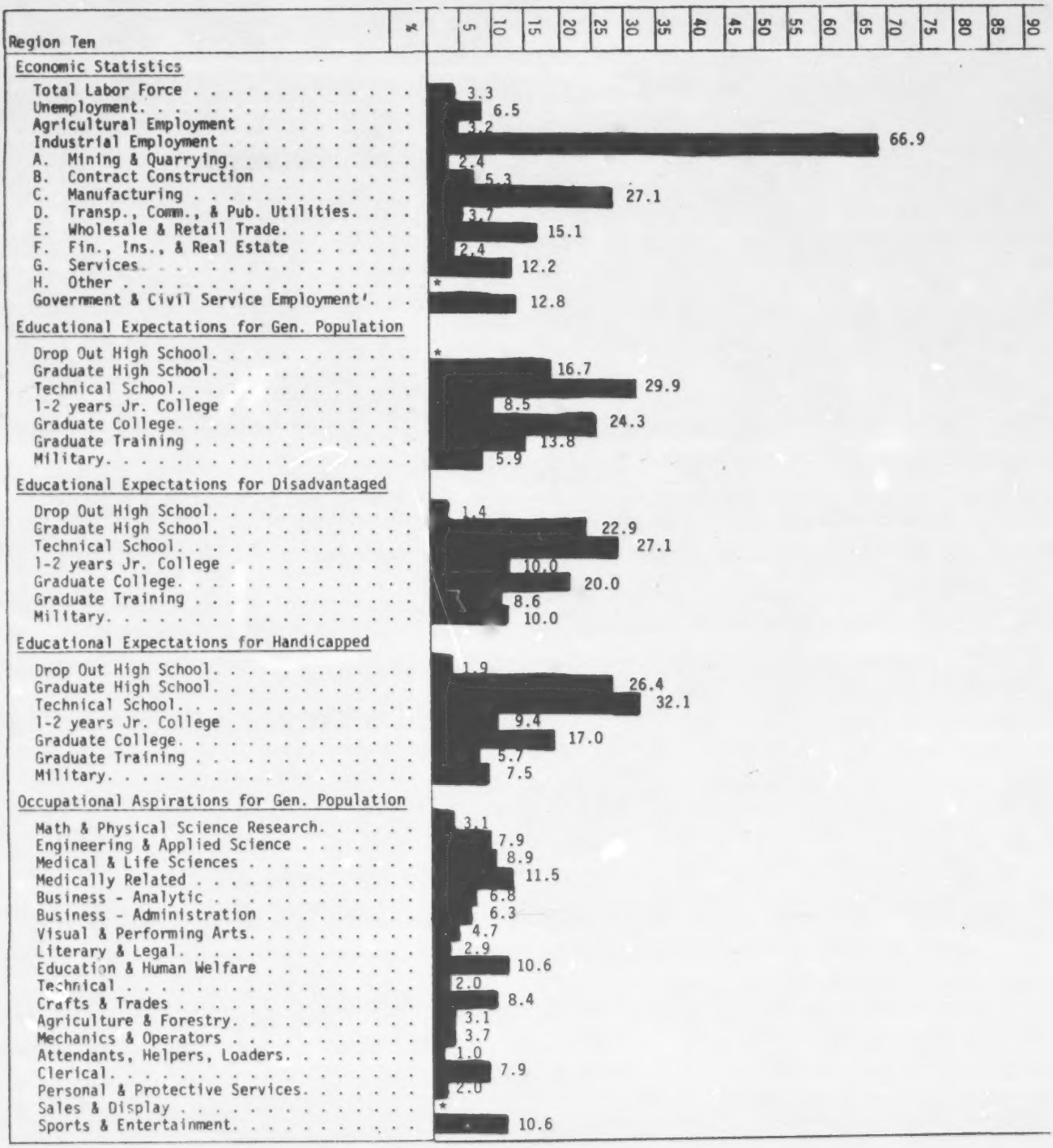


[1]Kentucky Department of Labor

*Less than 1%

[2]Kentucky Deskbook of Economic Statistics: 1976

Table XVIII Regional Manpower Data



[1] Kentucky Department of Labor

[2] Kentucky Deskbook of Economic Statistics: 1976

*Less than 1%

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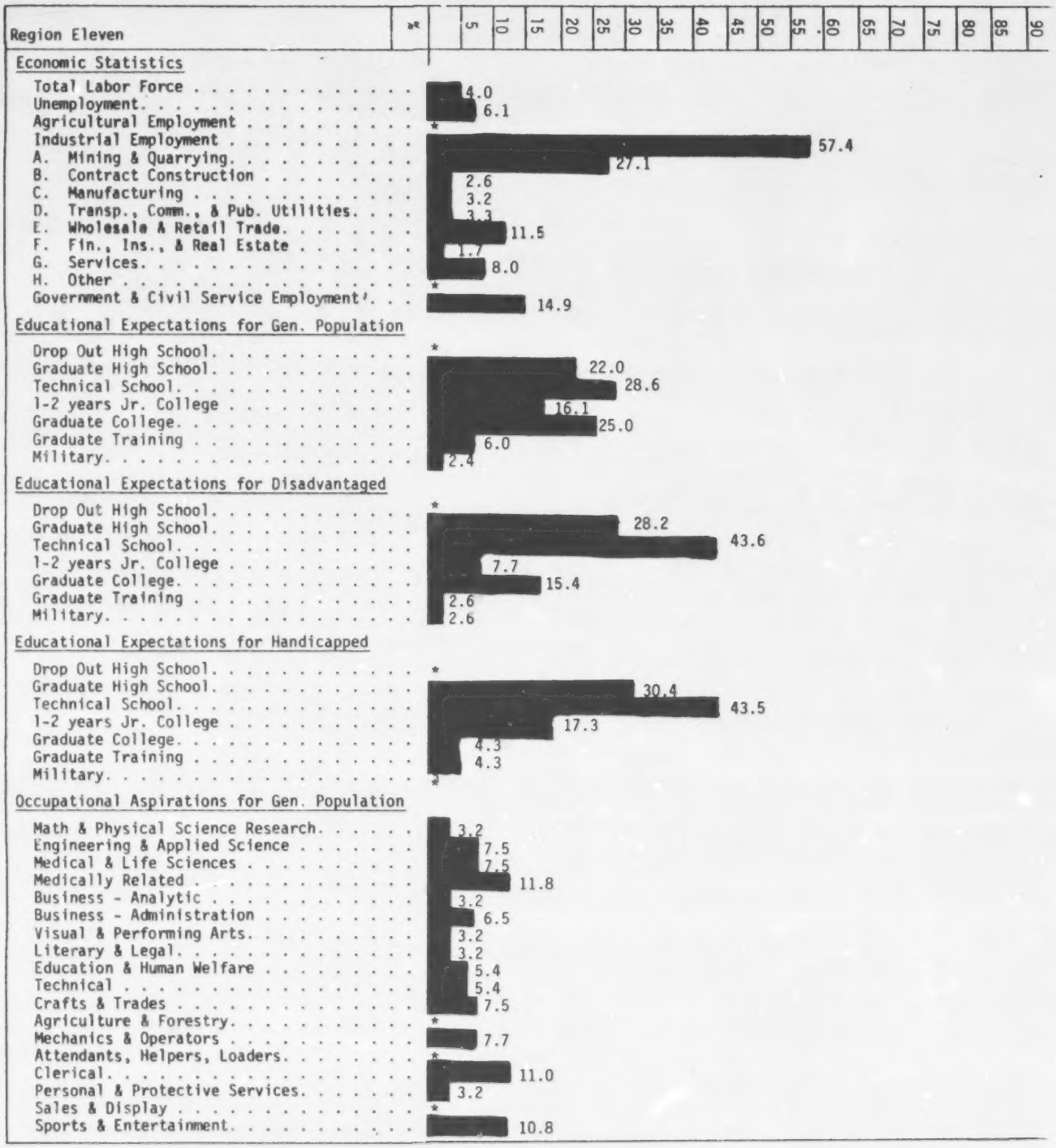
Table XVIII Regional Manpower Data

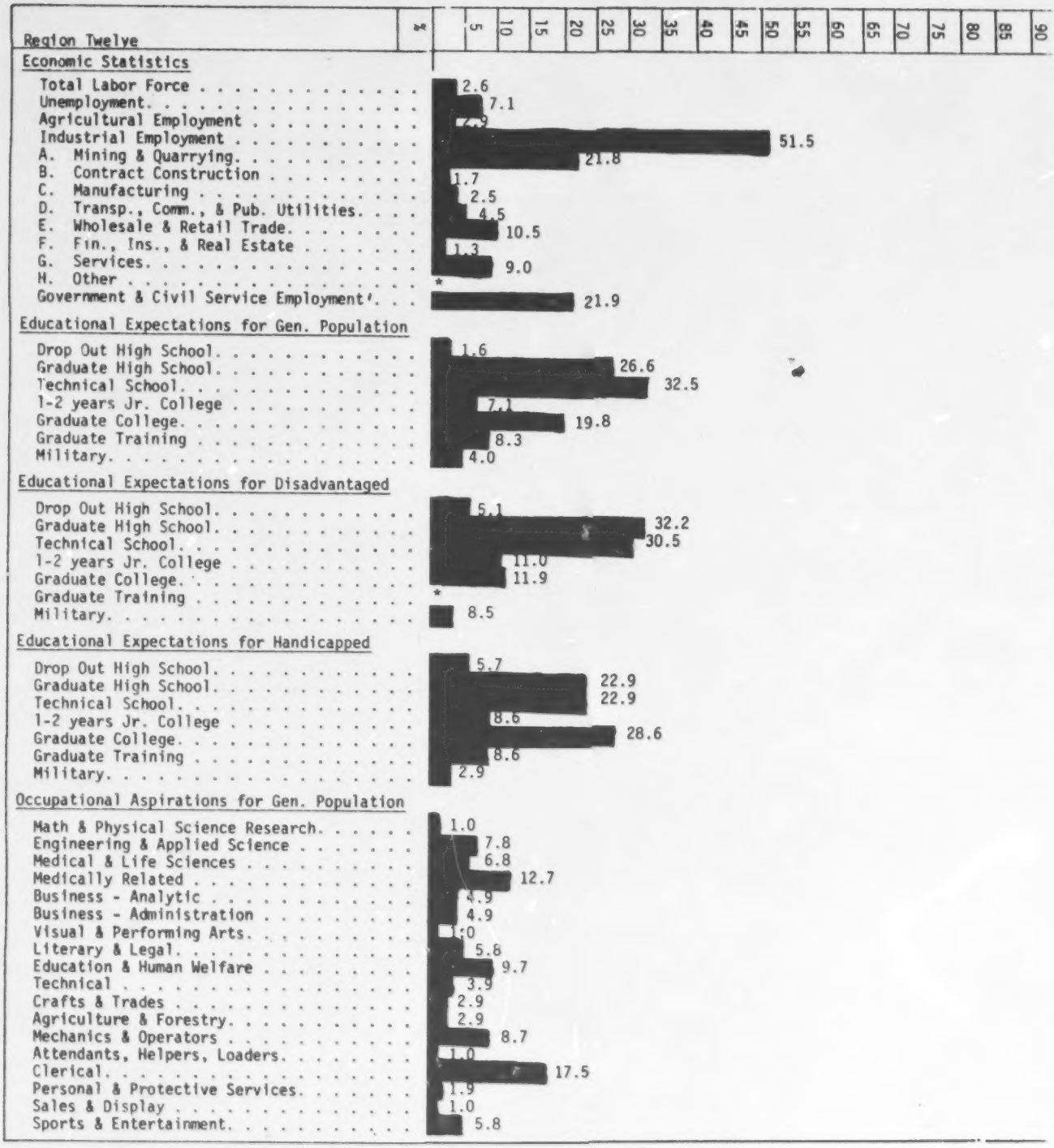

Region Eleven
%
5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90
Economic Statistics
Total Labor Force 4.0
Unemployment 6.1
Agricultural Employment *
Industrial Employment 57.4
A. Mining & Quarrying 27.1
B. Contract Construction 2.6
C. Manufacturing 3.2
D. Transp., Comm., & Pub. Utilities 3.3
E. Wholesale & Retail Trade 11.5
F. Fin., Ins., & Real Estate 1.7
G. Services 8.0
H. Other *
Government & Civil Service Employment 14.9
Educational Expectations for Gen. Population
Drop Out High School *
Graduate High School 22.0
Technical School 28.6
1-2 years Jr. College 16.1
Graduate College 25.0
Graduate Training 6.0
Military 2.4
Educational Expectations for Disadvantaged
Drop Out High School *
Graduate High School 28.2
Technical School 43.6
1-2 years Jr. College 7.7
Graduate College 15.4
Graduate Training 2.6
Military 2.6
Educational Expectations for Handicapped
Drop Out High School *
Graduate High School 30.4
Technical School 43.5
1-2 years Jr. College 17.3
Graduate College 4.3
Graduate Training 4.3
Military *
Occupational Aspirations for Gen. Population
Math & Physical Science Research 3.2
Engineering & Applied Science 7.5
Medical & Life Sciences 7.5
Medically Related 11.8
Business - Analytic 3.2
Business - Administration 6.5
Visual & Performing Arts 3.2
Literary & Legal 3.2
Education & Human Welfare 5.4
Technical 5.4
Crafts & Trades 7.5
Agriculture & Forestry *
Mechanics & Operators 7.7
Attendants, Helpers, Loaders *
Clerical 11.0
Personal & Protective Services 3.2
Sales & Display *
Sports & Entertainment 10.8

[1]Kentucky Department of Labor

[2]Kentucky Deskbook of Economic Statistics: 1976

*Less than 1%

Table XVIII Regional Manpower Data

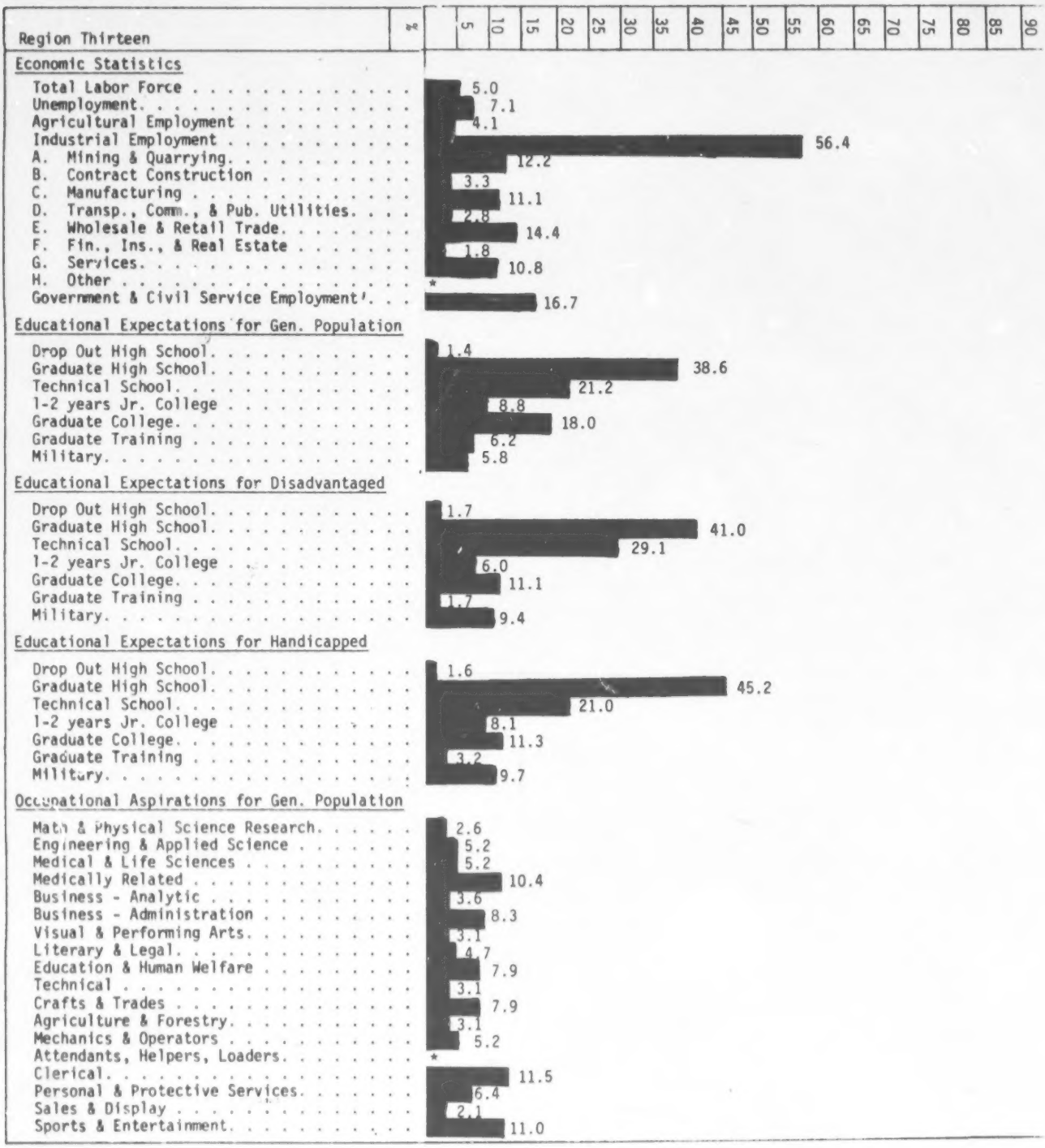


[1]Kentucky Department of Labor

[2]Kentucky Deskbook of Economic Statistics: 1976

*Less than 1%

Table XVIII Regional Manpower Data



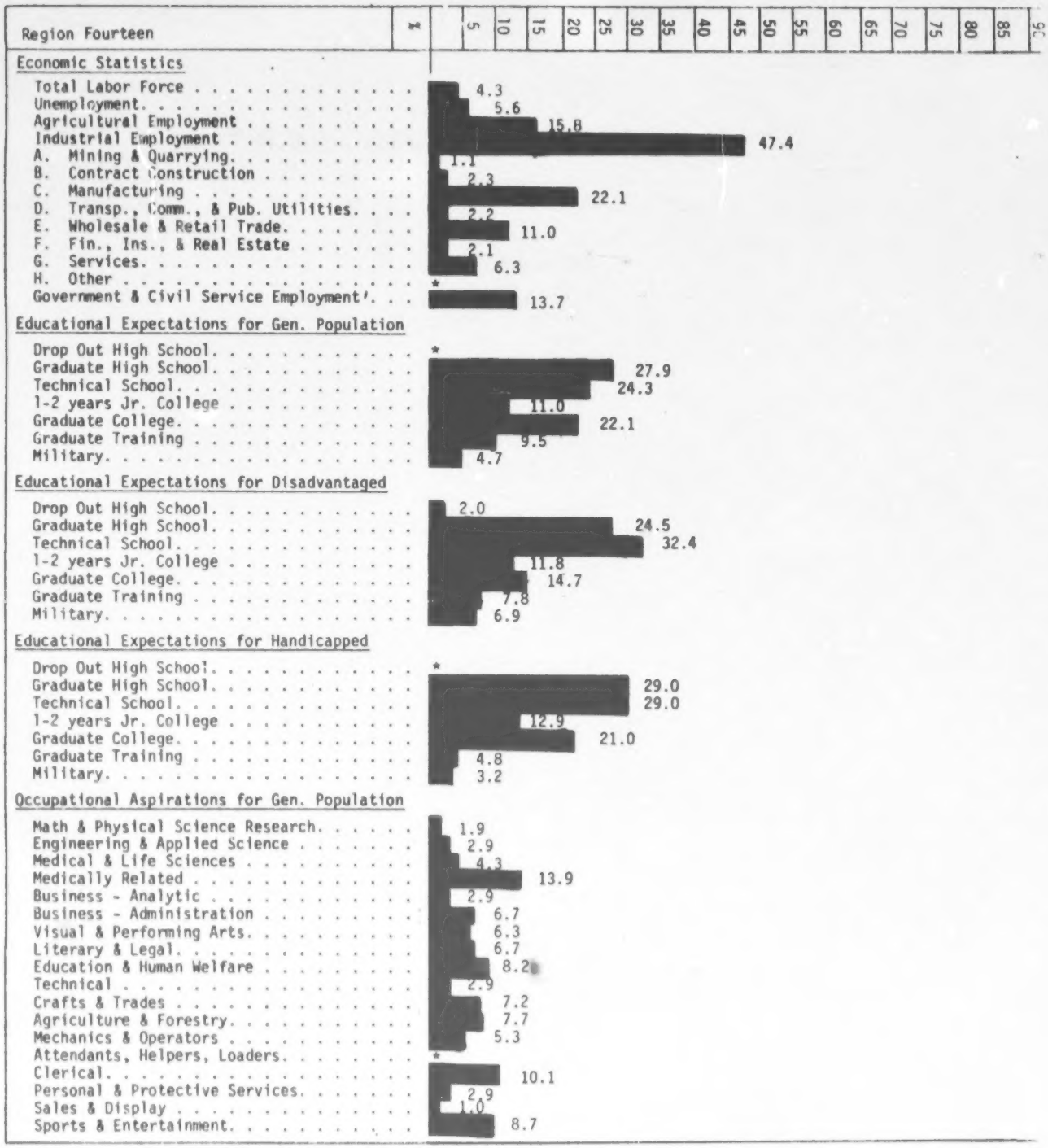
[1]Kentucky Department of Labor

*Less than 1%

[2]Kentucky Deskbook of Economic Statistics: 1976

190

Table XVIII Regional Manpower Data



[1]Kentucky Department of Labor

[2]Kentucky Deskbook of Economic Statistics: 1976

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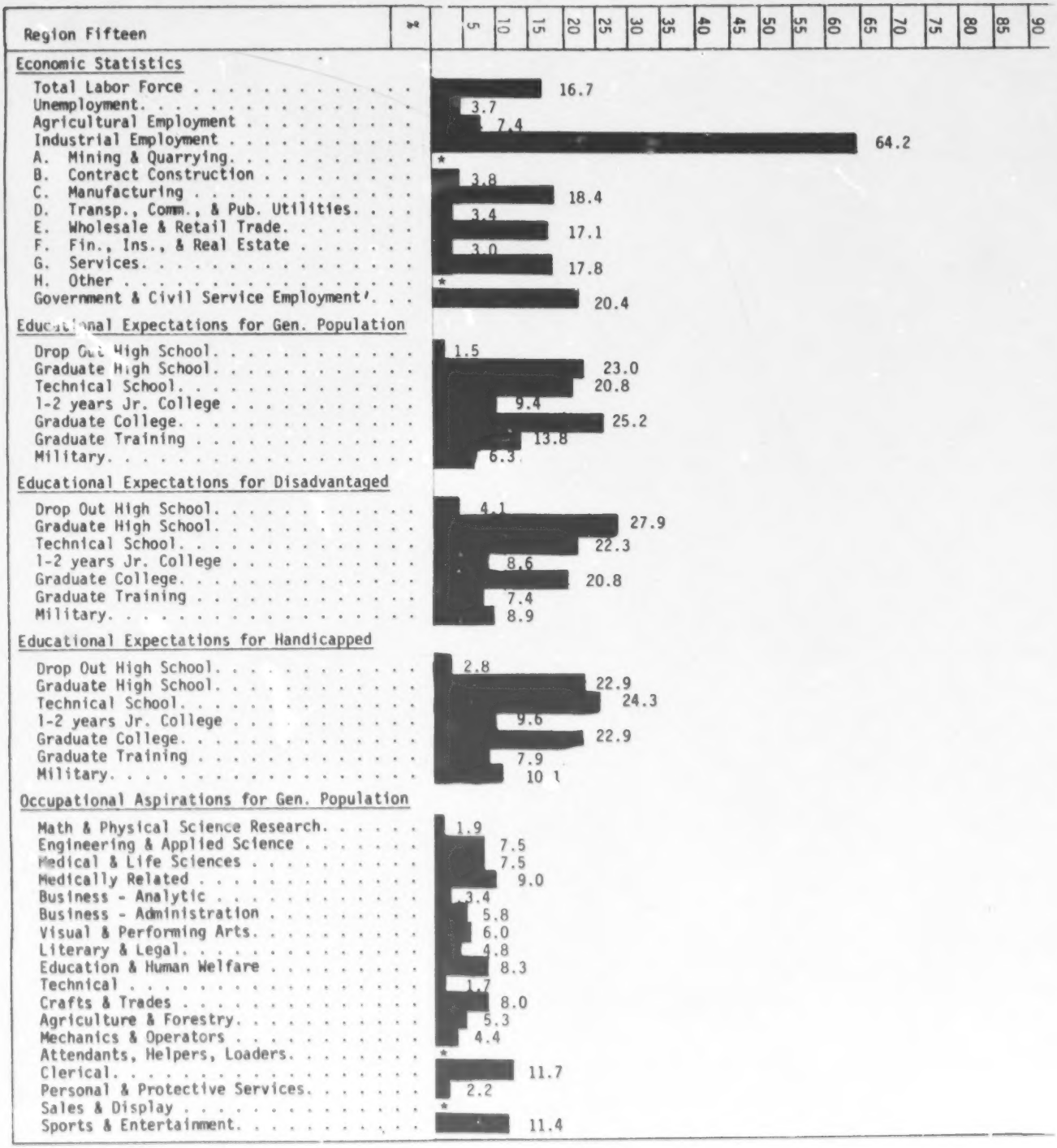

[1]Kentucky Department of Labor

[2]Kentucky Deskbook of Economic Statistics: 1976

*Less than 1%

Projecting Vocational Education Expenditures

During fiscal year (FY) 1975 total expenditures for vocational education in Kentucky was $46,788,267. Of that figure, $26,947,157 was spent at the secondary level. A per student analysis of this figure, along with similar data from surrounding states, is contained in Figure 8.

SECONDARY VOCATIONAL EDUCATION EXPENDITURES

	Total Expenditures	Total Exp. Secondary	Total Sec. Enrollment	Exp Per Student
Kentucky	46,788.267	26,947,157	138,804	194.14
Indiana	38,179,010	27,182,711	116,384	233.56
Illinois	179,895,389	101,086,102	1,454,895	69.48
Tennessee	131,413,281	104,932,556	113,831	921.83
West Virginia	27,923,805	22,880,371	53,102	430.88
Virginia	92,387,692	82,698,429	264,358	312.83
Missouri	48,909,161	36,234,030	133,914	270.57
Ohio	182,956,183	134,762,544	435,048	309.76

SOURCE: Project Baseline Fifth National Report

Figure 8

From figure 8 we see that $19,841,110 of the total expenditures remains after secondary expenditures are subtracted. This figure is the combined expenditures for vocational education at the postsecondary and adult levels. Expenditure per level and per student are shown in Figure 9. The total vocational education expenditure per student for FY 1975 is shown in Figure 10. Comparable per student expenditures for disadvantaged and handicapped students are also included in Figure 10.

Kentucky spends less per student for the disadvantaged than any of its surrounding states, and only more than Missouri in expenditures per student for the handicapped. In addition, when compared to expenditures per student over the last five years, the FY 1975 expenditures per student for the disadvantaged and handicapped were the lowest. During this period of time, disadvantaged student enrollment in vocational programs went up 8.79%, while the increase in handicapped enrollment was .71%.

POSTSECONDARY AND ADULT VOCATIONAL EDUCATION EXPENDITURES

	Total Expense Postsecondary	Total PS Enrollment	Expense Per Student	Total Expense Adult	Total Adult Enrollment	Expense Per Student
Kentucky	14,588,631	21,961	$664.30	2,077,302	67,105	$30.96
Indiana	10,122,230	11,000	920.20	874,069	47,314	18.47
Illinois	63,421,855	95,912	661.25	10,608,318	54,082	196.15
Tennessee	21,491,897	25,259	850.86	4,591,278	57,555	79.77
West Virginia	3,985,935	7,519	518.15	1,076,525	32,931	32.69
Virginia	7,092,661	33,029	214.74	2,525,218	127,490	19.81
Missouri	11,263,714	21,779	517.18	1,345,010	36,684	36.66
Ohio	13,692,741	24,827	551.53	9,339,720	239,084	39.06

SOURCE: Project Baseline Fifth National Report

Figure 9

EXPENDITURES FOR DISADVANTAGED AND HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION

	Total Expense Per Student	Total Expense Disadvantaged	Total Expense Handicapped
Kentucky	205.33	63.65	234.37
Indiana	218.54	692.25	536.24
Illinois	112.09	199.29	457.77
Tennessee	668.28	202.26	337.78
West Virginia	298.48	382.53	431.27
Virginia	217.45	184.06	392.36
Missouri	254.23	170.20	103.66
Ohio	261.76	268.21	283.69

SOURCE: Project Baseline Fifth National Report

Figure 10

SELECTED READINGS

Bureau of the Census. *1970 census of population: general social and economic characteristic: Kentucky*. Washington, D.C.: U.S. Government Printing Office, 1972.

Kentucky Department of Commerce. *Kentucky deskbook of economic statistics*. Frankfort: 1976.

Kentucky Department of Labor. *Labor force estimates*. Frankfort: Dec., 1976.

Lee, A. M. and Fitzgerald, D. *Learning a living across the nation - volume v. project baseline fifth national report*. Flagstaff, Arizona: Northern Arizona University, 1976.

Chapter V

CONCLUSIONS

The conclusions chapter of this report is to function basically as a summary of the project activities, both in respect to the objectives completed, and those that were not completed. The format will be to state each general project objective, followed by the action taken and conclusive statements on the objective.

1. Identify the number of people in Kentucky, secondary age level and above, who meet the criteria for disadvantaged and handicapped as specified in the *State Plan for the Administration of Vocational Education* and the *State Plan for Rehabilitation.*

   a. For Vocational Education purposes, the definitions that appear in the 1970 *Federal Register* are the most commonly accepted definitions of disadvantaged and handicapped persons. These definitions were incorporated into the 1973 publication, *Vocational Education - Guidelines for Identifying, and Servicing the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968*, which is used in Kentucky by the Bureau of Vocational Education. The definition for the handicapped used by Vocational Rehabilitation is basically the same except for the qualifying condition, i.e., the handicapping condition results in unemployment. Whereas, in Vocational Education the condition keeps an individual from succeeding in a regular vocational education program.

   Conclusion: Of the many definitions of disadvantaged and handicapped, these definitions are most frequently used in identifying and classifying disadvantaged and handicapped persons in vocational education.

   b. A data gathering instrument was designed, pilot tested, and administered to 8,145 juniors and seniors throughout Kentucky for the purpose of identifying disadvantaged and handicapped persons and assessing their needs. A separate survey of the teachers of students surveyed was not conducted because many schools selected for the student survey were not willing to participate, on the grounds it would take too much of the teachers' time.

   Conclusion: This instrument was designed to be administered to secondary school students in the identification and needs assessment of disadvantaged and handicapped students, and would not be an effective instrument for use in an adult needs assessment.

   c. A formula was developed to identify representative schools throughout the 14 Vocational Regions and each school principal was contacted to obtain permission to survey their students. For various reasons, some schools were not able to participate in the survey.

   Conclusion: Even though some of the originally formulated schools were not able to participate, the alternative schools identified still resulted in a representative sample.

d. Based on figures obtained by the survey at the secondary level, a projected minimum of disadvantaged and handicapped adults could be identified.

Conclusion: The figure obtained represented a minimum number because it is not possible to formulate all the variables involved in such a projection.

e. A comparison was made between the number of individuals identified as meeting the criteria for handicapped and those being served by the Bureau of Vocational Rehabilitation Services. A similar comparison of those individuals identified as meeting the criteria for disadvantaged was not made since the Bureau of Vocational Rehabilitation Services serves only the handicapped.

Conclusion: The figure identified by the survey represents only a minimum number since our survey included only secondary school students, which is only part of an estimated target population eligible for rehabilitation services.

2-3. Identify those vocational education programs currently available in Kentucky that specifically address themselves to the disadvantaged and handicapped.

a. A questionnaire was developed to obtain data on available programs for disadvantaged and handicapped persons from Regional Offices. For various reasons many of the Regional Offices were not able to supply the project staff with information on programs meeting the needs of disadvantaged and handicapped in their respective regions. Most of this information was obtained from records on file at the Bureau of Vocational Education.

Conclusion: Information on programs for disadvantaged and handicapped is not kept in an easily accessible order at many of the Regional Offices.

b. A comparison was made between the number of students currently enrolled in vocational programs for the disadvantaged and handicapped, and the number of surveyed students meeting the criteria for disadvantaged and handicapped.

Conclusion: Bureau of Vocational Education data indicates 17% more disadvantaged students enrolled in programs than the figure obtained from the project survey. While the survey data shows 83% more handicapped students enrolled than indicated in Bureau data. This would indicate that many students enrolled in regular vocational education programs may be handicapped.

c. An analysis of the programs available for disadvantaged and handicapped students shows that 38% of the disadvantaged and 49% of the handicapped are in programs separate from the regular programs.

Conclusion: In Kentucky separate programs are generally Orientation to the World of work and preparation to go into regular vocational training.

4. Identify that portion of the target populations of disadvantaged and handicapped that could benefit from vocational education.

A number of students surveyed indicated that vocational education would help them. This number was compared to the number of students indicating they were enrolled in vocational education programs. Thus, by comparison, a minimum number of students were identified who could benefit from vocational education.

Conclusion: Projected figures indicate that 25,285 disadvantaged and 14,419 handicapped feel that training opportunities are not available for them. The data indicates an apparent discrepancy between available programs and student aspirations.

5. Compare supportive services provided for the target populations to supportive services provided for non-target populations.

   A comparison of supportive services provided the target populations to those provided the non-target population was not made since the types of services provided are dictated by student needs and not justly comparable. But, a comparison was made between existing supportive services for the target populations to the needs of those populations.

   Conclusion: Supportive services provided special needs programs tend to meet the needs of such programs, rather than the needs of the disadvantaged or handicapped students in the programs.

6. Identify the extent to which present programs, services and activities provided by Vocational Education and Rehabilitation have met the vocational needs of individuals in the target population.

   Data obtained from comprehensive review of existing programs and services was compared to the data obtained from the survey of the target population's vocational needs.

   Conclusion: Many disadvantaged and handicapped students are in program areas which appear to have little student interest.

7. Through followup data, determine proportion of target population currently working in employment related to their vocational education or rehabilitation training.

   The availability of followup data as it relates to D & H students was extremely limited. With the inherent limitations of this project (time, budget, objective priorities, etc.), it was not possible to develop such a followup study. However, a comparative analysis was conducted between existing employment data and the occupational and education aspirations of the students in the survey.

   Conclusion: Many students appear to have occupational and educational aspirations that are not consistent with the manpower needs in their geographical area.

8. Develop written recommendations based on information gained through objectives 1 through 7.

   Recommendations made possible by this project were based on the conclusion identified in this section of the final report.

Conclusion: The recommendations generated by this project are designed to enhance the vocational education opportunities of disadvantaged and handicapped students in Kentucky.

9. Prepare detailed cost analysis regarding the implementation of recommendations specified in objective No. 8.

   Total cost data was obtained on present (FY 1975) vocational education expenditures in Kentucky. An analysis of this data resulted in the identfication of total vocational education expenditures for disadvantaged and handicapped students. Cost projections were made based on the proportion currently being served and on those who might benefit from vocational education.

   Conclusion: Cost projections made on existing per student expenditures are based on numbers projected from data obtained from surveying juniors and seniors, which reflects the same limitations as the numbers. It is also apparent that any cost projections cannot take into consideration future changes in vocational education enrollment and money appropriated by federal, state, and local agencies. The general conclusion is that additional money should be made available for meeting the individual vocational education needs of the disadvantaged and handicapped.

Chapter VI

RECOMMENDATIONS

This report has attempted to analyze the needs of disadvantaged and handicapped in Kentucky. Although most of this project's activities were concerned with a needs assessment of secondary school students, the diversification of data obtained has resulted in numerous conclusions applicable to the vocational education needs fo the disadvantaged and handicapped at all age levels. These conclusions have culminated in the following recommendations, which include suggestions for further studies:

1. Based on the proportion of disadvantaged and handicapped identified in our survey of secondary school students, projections were made to the adult population on the number eligible for rehabilitation services. A needs assessment instrument should be developed for use by Vocational Rehabilitation to assess the vocational needs of the adult population eligible for rehabilitation services. Such an assessment should include adults in prison, on welfare, receiving workman's compensation, disabled veterans, and Comprehensive Employment and Training Act students.

2. Regional offices should standardize their records so that more accessible and accurate information on the types of programs and services available to disadvantaged and handicapped students may be kept.

3. Even though mainstreaming is becoming more common in vocational education, additional effort should be put forth to make all regular vocational programs accessible to disadvantaged and handicapped students.

4. When special programs are afforded disadvantaged and handicapped students, a more diversified selection of occupational areas should be made available for them to select from.

5. Continuing with the intent of recommendation No. 4, vocational programs available to the disadvantaged and handicapped should become more compatible with regional and/or local manpower needs.

6. The instrument designed by this project and the size of the sample population surveyed has resulted in data relevant to more than the initial objectives of this project. To further assess the vocational needs of students in Kentucky, additional studies should be conducted to analyze the data obtained.

7. Career orientation and exploration programs should be made available to all disadvantaged and handicapped students, and these programs should assist students to accomodate their educational and occupational aspirations with available vocational training and manpower needs.

8. In conjunction with career orientation and exploration programs, additional vocational counseling should be made available to disadvantaged and handicapped students.

9. Placement and followup should be provided every disadvantaged and handicapped student, and standardized records of such placement and followup be kept by all Regional Offices and forwarded to the Bureau of Vocational Education.

10. Regional Offices should provide each region with current manpower data for their region to assist in the guidance, placement, and followup of disadvantaged and handicapped students.

11. A study should be conducted to determine why the majority of disadvantaged and handicapped students are not in vocational education programs.

12. Vocational Regional Offices and/or school districts should use the instrument designed by this project to continually assess and analyze the vocational education needs of disadvantaged and handicapped.

13. All data identifying needs and the number of disadvantaged and handicapped not in vocational education programs should be forwarded to the Bureau of Rehabilitation Services for use in estimating and assessing their target population.

APPENDIX A

PARTICIPATING HIGH SCHOOLS

LIST OF PARTICIPATING HIGH SCHOOLS

Region 1

Calloway County High School
Farmington High School
Heath High School
St. Mary's High School

Region 2

Crittenden County High School
Ft. Campbell High School
Hopkinsville High School
*Hughes Kirk High School

Region 3

Apollo High School
Providence High School
Union County High School

Region 4

Hart County High School
Metcalf County High School
Olmstead High School
Warren East High School

Region 5

Bardstown High School
Bethlehem High School
Grayson County High School
LaRue County High School

Region 6

Ahrens Vocational Technical High School
Bullitt Central High School
Central High School
Doss High School
Henry County High School
Holy Rosary Academy High School
Longfellow Alternative High School
Moore High School
Portland Christian High School
Saint Xavier High School
Thomas Jefferson High School

Region 7

Beechwood High School
Boone County High School
Gallatin County High School
Newport High School
Notre Dame Academy High School
Out Lady of Providence High School
Silver Grove High School

Region 9

Mason County High School
Morgan County High School
University Breckinridge High School

Region 10

Raceland High School
Russell High School

Region 11

*John's Creek High School
Paintsville High School
Virgie High School
Wheelwright High School

Region 12

*Hazel Green Academy High School
Letcher County High School
Whitesburg High School
Wolfe County High School

Region 13

Annville Institute High School
Barbourville High School
Bell County High School
Clay County High School
*Evarts High School

Region 14

Cumberland County High School
Shopville High School
Somerset High School
Taylor County High School

*These schools were not included in the final analysis

Region 15

Bourbon County High School
Frankfort High School
LaFayette High School
Lincoln County High School
Millersburg Military Institute High School
Nicholas County High School
Powell County High School

APPENDIX B

PERMISSION LETTER TO SURVEY
JEFFERSON COUNTY PUBLIC SCHOOLS

Jefferson County Public Schools

AN EQUAL OPPORTUNITY EMPLOYER

J. GRAHAM BROWN EDUCATION CENTER
675 River City Mall
LOUISVILLE, KENTUCKY 40202

SUPERINTENDENT
E. C. Grayson

DEPUTY SUPERINTENDENTS
Vito M. Brucchieri
James E. Farmer
Milburn T. Maupin

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Roberta B. Tully
C. B. Young, Jr.

November 18, 1976

Mr. Kenne G. Turner
Principal Investigator
Assessment of Vocational Education Needs
of the Disadvantaged and Handicapped
Department of Occupational and Career
Development
University of Louisville
Belknap Campus
Louisville, Kentucky 40208

Dear Mr. Turner:

The Instructional Cabinet of the Department of Instruction gave you permission to conduct an assessment of the vocational educational needs of the disadvantaged and handicapped in the Jefferson County Public Schools.

This letter constitutes formal approval of the following list of schools which have agreed to participate in your sample:

Ahrens Vocational Technical High School
Central High School
Doss High School
Longfellow Alternative High School
Moore High School
Thomas Jefferson High School

It is my understanding that you will survey half of the juniors and seniors in each of the above named schools for your assessment and that you will work out individual procedures for each school with the principal and staff of that school. Research done in the Jefferson County Public Schools calls for an interim report on each project being conducted during the school year. I will be sending you a very short form which I will ask you to complete sometime after the first of the year. Thank you for your cooperation and patience.

Sincerely,

Frank E. Rapley

Dr. Frank E. Rapley
Chairman, Research Review Committee
FER/t

APPENDIX C

LETTER TO PARENTS

UNIVERSITY OF LOUISVILLE
LOUISVILLE, KENTUCKY 40208

DEPARTMENT OF OCCUPATIONAL
AND CAREER EDUCATION

BELKNAP CAMPUS

Dear Parent:

The Bureau of Vocational Education, in conjunction with the University of Louisville is conducting a sample statewide student survey to assess the vocational education needs of students in Kentucky. Your child's school has been identified as one of the schools in our sample survey. With your permission, we would like to include your child in this survey.

Each student involved in the survey will be asked questions on their interests, attitudes, academic ability, physical ability, social environment, and knowledge of educational programs available to him/her. A student can omit any question that he/she feels is too personal. No names will be taken with the data gathered.

If you would prefer that your child not be surveyed, please indicate so at the bottom of this letter and have your child return the letter to his/her school. If the letter is not returned, we will assume that we have your permission to survey your child.

Thank you.

Sincerely,

G. Keith Bayne

G. Keith Bayne, Ph.D.
Project Director

GKB/kh

APPENDIX D

PANEL OF CONSULTANTS

PANEL OF CONSULTANTS

Sally Allen, Coordinator of Disadvantaged Programs, Bureau of Vocational Education, Frankfort, Kentucky

Trude Gonzales, Special Education Teacher, Louisville, Kentucky

Howard Jones, Assistant Director, Program Planning Development, Bureau of Rehabilitation Services, Frankfort, Kentucky

Coralta Pratt, Counselor, Special Education Center, Louisville, Kentucky

Dr. Ernest Thro, Director, Project Expansion, Hardin County Board of Education, Elizabethtown, Kentucky

APPENDIX E

STUDENT SURVEY INSTRUMENT

35. How do you feel about learning?

1. Like learning most of the time
2. Like learning some of the time
3. Like learning only things of interest
4. Dislike learning most of the time

36. Do you feel vocational training (training to perform certain job skills) would help you?

1. Yes
2. No
3. Don't know

37. Are you presently enrolled in a vocational program? (examples: business and office, distributive education, health occupations, agricultural, education, etc.)

1. Yes
2. No

38. Are educational programs available which would provide the training you need to prepare for a job?

1. Yes
2. No
3. Don't know

STUDENT SURVEY

INSTRUCTIONS

Be sure you understand the following instructions before answering any questions.

Give only one answer for each question unless instructed to do otherwise. YOU ARE TO INDICATE YOUR ANSWERS ON THE SEPARATE ANSWER SHEET. Each question requires you to blacken the corresponding space on the answer sheet. BE SURE THAT EACH MARK IS BLACK AND COMPLETELY FILLS THE ANSWER SPACE. If you change an answer, be sure that all previous marks are erased completely. DO NOT MARK ON THIS BOOKLET.

EXAMPLE

What is your sex?

1. Girl
2. Boy

Sample Answer

1	2	3	4	5	6	7	8	9	10
▯	▯	▯	▯	▯	▯	▯	▯	▯	▯

1. How old are you?

1. 13
2. 14
3. 15
4. 16
5. 17
6. 18
7. 19
8. 20
9. 21

2. What is your grade level?

1. 10th grade
2. 11th grade
3. 12th grade
4. Other

3. What is your sex?

1. Girl
2. Boy

4. How often do you miss school?

1. Less than one day a month
2. Two days a month
3. Three days a month
4. Four days a month
5. Five or more days a month

5. How do you feel about school?

1. Like most of the time
2. Like some of the time
3. Dislike most of the time
4. View it as a necessary evil

6. Do you have trouble reading?

1. Yes
2. No

7. What grade do you most often make in courses that require a lot of reading (English, History, Social Studies, etc.)?

1. A
2. B
3. C
4. D
5. F

8. Do you have trouble writing reports?

1. Yes
2. No

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9. What grades do you most often make in courses that require written reports?

1. A
2. B
3. C
4. D
5. F

10. Do you have trouble with math?

1. Yes
2. No

11. What grades do you most often make in math courses?

1. A
2. B
3. C
4. D
5. F

12. What grades did you receive most often last year?

1. A
2. B
3. C
4. D
5. F

13. Do you speak another language better than you speak English?

1. Yes
2. No

14. Which of the following ethnic groups do you consider yourself a member?

1. American Indian
2. Black, Afro-American, or Negro
3. Oriental, Japanese, Chinese, or Asian American
4. Spanish speaking, Mexican, or Latin American Origin
5. White
6. Other

15. Which best describes the location of the place in which you live?

1. In a large city (population 50,000 or more; example, Louisville, Lexington, etc.)
2. In a suburb of a large city
3. In a smaller city or town
4. In a rural area

16. Does your family receive welfare?

1. Yes
2. No
3. Don't know

17. Do you need additional money to continue in school?

1. Yes
2. No

18. Your family income (in a year) is about:

1. Below $3,000
2. $3,001 - $6,000
3. $6,001 - $9,000
4. $9,001 - $12,000
5. $12,001 - $15,000
6. $15,001 - $18,000
7. $18,001 - and above
8. Don't know or do not wish to respond

19. Including yourself, how many people live in your house?

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight or more

20. Do you have a job?

1. Yes
2. No

21. Is it necessary for you to have a job to stay in school?

1. Yes
2. No

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22. Considering your ability, the help your family can give you, and the kind of job you would like, do you expect to: (mark one answer)

1. Leave high school without graduating
2. Graduate, but not go beyond high school
3. Graduate from high school and go to a technical, trade, or business school
4. Complete one or two years in a junior or community college
5. Graduate from a four-year college
6. Graduate from a four-year college and go to a graduate or professional school
7. Join the military to obtain additional education and training

Items 23 and 24 contain a list of occupational areas. Identify one occupational area you would like to work in by blackening the corresponding space on the answer sheet. For example, if you are interested in a job in sports and entertainment you would blacken number 10 for item 24.

Example Answer

1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

After you have selected an occupational area, go to question 25.

23. 1. MATH & PHYSICAL SCIENCE RESEARCH (examples: chemist, physicist, geologist, oceanographer, mathematician)
2. ENGINEERING & APPLIED SCIENCE (examples: chemical, electrical, mechanical, civil, industrial engineer, systems analyst, applied statistician, meteorologist)
3. MEDICAL & LIFE SCIENCES (examples: medical doctor, dentist, physiologist, soil scientist, veterinarian)
4. MEDICALLY RELATED (examples: occupational therapist, dental hygienist, medical technologist, nurse, pharmacist)
5. BUSINESS - ANALYTIC (examples: appraiser, bursar or controller, cost accountant, credit analyst, programmer)
6. BUSINESS - ADMINISTRATION (examples: bank manager, business manager, police chief, transportation superintendent, personnel manager))
7. VISUAL AND PERFORMING ARTS (examples: art director, commercial artist, musician, interior decorator, stage director)
8. LITERARY & LEGAL (examples: book critic, librarian, editor, lawyer, reporter)

24. 1. EDUCATION & HUMAN WELFARE (examples: teacher, college professor, guidance counselor, social worker, clinical psychologist)
2. TECHNICAL (examples: food and beverage analyst, photoengraver, air traffic controller, surveyor, draftsman, technician)
3. CRAFTS & TRADES (examples: auto mechanic, dressmaker, electrician, machinist, plumber, carpenter)
4. AGRICULTURE & FORESTRY (examples: dairy farmer, farm foreman, fish and game warden, landscape gardener, nurseryman)
5. MECHANICS & OPERATORS (examples: bulldozer operator, bus driver, drill press operator, handbag assembler, sewing machine operator, assembly worker)
6. ATTENDANTS, HELPERS, LOADERS (examples: cannery worker, waiter, waitress, longshoreman, parking lot attendant, ticket taker)
7. CLERICAL (examples: cashier, file clerk, bank teller, stenographer, typist)
8. PERSONAL & PROTECTIVE SERVICES (examples: cook, hostess, hair stylist, hospital attendant, policeman)
9. SALES & DISPLAY (examples: car rental clerk, hi-fi salesman, life insurance salesman, office machine salesman, sales clerk)
10. SPORTS & ENTERTAINMENT (examples: actor, announcer, athlete, dancer, musical entertainer)

25. What is the highest grade in school completed by your father (or male guardian)?

1. Less than grade 8
2. Completed grade 8
3. Some high school
4. Completed high school
5. Some training after high school
6. Some college
7. Completed 2 years of college
8. Completed 4 years of college
9. A technical, business, or trade school
10. Don't know

26. What is the highest grade in school completed by your mother (or female guardian)?

1. Less than grade 8
2. Completed grade 8
3. Some high school
4. Completed high school
5. Some training after high school
6. Some college
7. Completed 2 years of college
8. Completed 4 years of college
9. A technical, business, or trade school
10. Don't know

27. Do you usually feel like the world is against you?

1. Yes
2. No

28. Do you usually feel that most people do things better than you?

1. Yes
2. No

29. Do you have trouble seeing most of the time?

1. Yes
2. No

30. Do you have trouble hearing most of the time?

1. Yes
2. No

31. Do you have speech problems most of the time (speech impediment)?

1. Yes
2. No

32. Do you have trouble standing most of the time (physical problem)?

1. Yes
2. No

33. Do you have trouble walking most of the time?

1. Yes
2. No

34. Do you have trouble using your arms or hands most of the time?

1. Yes
2. No

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APPENDIX F

INSTRUCTIONS FOR ADMINISTERING THE STUDENT SURVEY

INSTRUCTIONS FOR ADMINISTERING THE STUDENT SURVEY

1. This survey should be administered to fifty percent of the juniors and seniors in this high school. The selection of students should be made on a random selection of the total junior and senior population.

2. Inform the students that they are being asked to participate in a survey designed to help the Bureau of Vocational Education assess the educational needs of students in Kentucky.

3. Inform the students not to write their name on the answer sheet.

4. Pass out an answer sheet to each student being surveyed.

5. Have each student write their school identification number (this number should have been given to you by a project staff member) in the space provided for Identification Number and blacken the corresponding number under each written number. Make sure each student indicates the correct identification number.

6. Inform the students not to write on the survey booklets.

7. Pass out a survey booklet to each student being surveyed.

8. Read the Student Survey Instructions aloud to the students. Make sure each student understands the instructions.

9. Call attention to the order (horizontal vs. vertical) of the numbers on the answer sheet. If not informed, some students will not follow the correct order.

10. Ask the students if they have any questions. Inform them that you will be available to answer any questions they may have as they complete the survey.

11. Inform the students that they do not have to answer any questions they consider to be too personal.

The following information is provided to assist you in answering any questions related to specific items appearing on the survey.

ITEM

1. How old are you? (age as of last birthday)

4. How often do you miss school? (during an average school year)

6. Do you have trouble reading? (in relation to other students in high school)

7. What grade do you most often make in courses that require a lot of reading? (should reflect an average grade)

8. Do you have trouble writing reports? (i.e., saying what you want to say, spelling, writing sentences, etc.)

9. What grades do you most often make in courses that require written reports? (should reflect an average grade)

10. Do you have trouble with math? (understand and use math effectively)

11. What grades do you most often make in math courses? (should reflect an average grade)

15. Which best describes the location of the place in which you live? (A smaller city or town is one more than 5,000, but less than 50,000. Less than 5,000 should be considered rural.)

16. Does your family receive welfare? (recieving public welfare benefits)

17. Do you need additional money to continue in school? (without an additional income you would have to drop out of school)

19. Including yourself, how many people live in your house? (on a regular basis)

23-24. Students are to identify <u>one</u> occupational area they would like to work in from the 19 areas identified in items 24 and 25.

25-26. If some college, but less than two years, then answer some college. If more than two years but less than four years, then answer completed two years.

APPENDIX G

LEGAL OPINION ON STUDENT SURVEY

UNIVERSITY OF LOUISVILLE

LOUISVILLE KENTUCKY

Interdepartmental Communication

RECEIVED
UNIVERSITY COUNSEL
AUG 24 1976
2 AM/PM

August 23, 1976

MEMORANDUM TO: Mr. David L. Baker
University Counsel

FROM: Mr. John E. Heer III
Asst. to Legal Affairs Officer

RE: VOCATIONAL EDUCATION SURVEY PROJECT

I have studied the proposal of the Vocational Teacher Education Unit of the School of Education, and feel that the proposed survey can legally be conducted without signed waivers or consents from the students and/or their parents.

Two privacy laws must be considered in connection with the project:

(1) KRS 164.283 (State)

(2) Pub.L. 93-380 §438 (20 U.S.C. §1232g) (federal)

The state statute is inapplicable here, since it applys only to records of post-secondary students, while the project proposes to study only secondary school students. No corresponding privacy law exists in connection with secondary students.

The federal law is applicable, but the study (if sanctioned by the Department of Education) is exempt from its provisions. The regulations implementing Pub.L. 93-380 provide an exemption from the law:

> "To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction; Provided, That the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purposes for which the study was conducted; the term "organizations" includes, but is not limited to, Federal, State and local agencies, and independent organizations."
>
> Regs. §99.31(a)(6)
> 41 Fed. Reg. No. 118
> Thursday, June 17, 1976

The project proposal seems to comply with the terms of the above exemption, and can legally be conducted.

JEH/jg

APPENDIX H

CODEBOOK FOR STUDENT SURVEY

CODEBOOK FOR STUDENT SURVEY ON ATTITUDES AND VOCATIONAL AND CAREER EDUCATION

PREPARED FOR THE DEPARTMENT OF VOCATIONAL AND CAREER EDUCATION OF THE SCHOOL OF EDUCATION

BY

EVERETT EGGINTON
FOUNDATIONS OF EDUCATION
UNIVERSITY OF LOUISVILLE

December 1976

Columns	Variable Number	Question Number	Variable Name	Code Values
1-4	1	-	Identification #1: Region and school	Region 1 0102 Farmington H.S. 0103 Calloway Co. H.S. 0104 Heath H.S. 0105 St. Mary's H.S. Region 2 0207 Crittenden Co. H.S. 0209 Hopkinsville H.S. 0210 Ft. Campbell H.S. 0215 Hughes Kirk H.S. Region 3 0306 Providence H.S. 0308 Union Co. H.S. 0311 Apollo H.S. Region 4 0416 Warren East H.S. 0417 Hart Co. H.S. 0418 Olmstead H.S. 0424 Metcalfe Co. H.S. Region 5 0513 Grayson Co. H.S. 0520 Bardstown H.S. 0521 Bethlehem H.S. 0522 LaRue Co. H.S. Region 6 0619 Bullitt Central H.S. 0626 Henry Co. H.S. 0663 Ahrens Voc. Tech. H.S. 0664 Thomas Jefferson H.S. 0665 Longfellow Alt. H.S. 0666 Portland Christian H.S. 0667 Holy Rosary Acad. H.S. 0668 St. Xavier H.S. 0669 Central H.S. 0670 Moore H.S. 0672 Doss H.S.

Columns	Variable Number	Question Number	Variable Name	Code Values
				Region 7
				0727 Gallatin Co. H.S.
				0728 Beechwood H.S.
				0729 Notre Dame Acad. H.S.
				0730 Newport H.S.
				0760 Silver Grove H.S.
				0762 Our Lady of Providence H.S.
				0790 Boone Co. H.S.
				Region 9
				0931 Mason Co. H.S.
				0936 University Breckinridge H.S.
				0942 Morgan Co. H.S.
				Region 10
				1037 Raceland H.S.
				1038 Russell H.S.
				Region 11
				1143 Paintsville H.S.
				1156 John's Creek H.S.
				1157 Virgie H.S.
				1158 Wheelwright H.S.
				Region 12
				1240 Wolfe Co. H.S.
				1241 Hzael Green Acad. H.S.
				1253 Letcher Co. H.S.
				1254 Whitesburg H.S.
				Region 13
				1347 Annville Institute H.S.
				1348 Clay Co. H.S.
				1350 Barbourville H.S.
				1351 Bell Co. H.S.
				Region 14
				1423 Taylor Co. H.S.
				1425 Cumberland Co. H.S.
				1444 Somerset H.S.
				1445 Shopville H.S.

Columns	Variable Number	Question Number	Variable Name	Code Values
				Region 15
				1532 Frankfort H.S. 1533 Bourbon Co. H.S. 1534 Millersburg Mil. Inst. H.S. 1535 Nicholas Co. H.S. 1539 Powell Co. H.S. 1546 Lincoln Co. H.S. 1559 LaFayette Sr. H.S.
5-7	2	-	Identification #2: Individual	
32	3	1	Age	0=13 1=14 2=15 3=16 4=17 5=18 6=19 7=20 8=21
33	4	2	Grade level	0=10th 1=11th 2=12th 3=Other
34	5	3	Sex	0=Girl 1=Boy
35	6	4	Absentee rate	0=Less than 1 day a month 1=2 days a month 2=3 days a month 3=4 days a month 4=5 or more days a month
36	7	5	Attitude toward school	0=Like most of time 1=Like some of time 2=Dislike most of time 3=View it as necessary evil
37	8	6	Reading problem	0=Yes 1=No
38	9	7	Most frequent grade in reading required courses	0=A 1=B 2=C 3=D 4=F

Columns	Variable Number	Question Number	Variable Name	Code Values
39	10	8	Trouble writing reports	0=Yes 1=No
40	11	9	Most frequent grade in writing required courses	0=A 1=B 2=C 3=D 4=F
41	12	10	Math problem	0=Yes 1=No
42	13	11	Most frequent grade in math courses	0=A 1=B 2=C 3=D 4=F
43	14	12	Most frequently received grade this year	0=A 1=B 2=C 3=D 4=F
44	15	13	Second language competency (Speak another language better than English)	0=Yes 1=No
45	16	14	Ethnicity	0=American Indian 1=Black, Afro-American, Negro 2=Oriental, Japanese, Chinese or Asian Amer. 3=Spanish speaking, Mexican, or Latin American origin 4=White 5=Other
46	17	15	Location of residence	0=Large city 1=Suburb of large city 2=Smaller city or town 3=Rural area
47	18	16	Welfare recipient	0=Yes 1=No 2=Don't know
48	19	17	Additional money needs	0=Yes 1=No

Columns	Variable Number	Question Number	Variable Name	Code Values
49	20	18	Family income	0=Below $3,000 1=$3,001-$6,000 2=$6,001-$9,000 3=$9,001-$12,000 4=$12,001-$15,000 5=$15,001-$18,000 6=$18,001 and above 7=Don't know or do not wish to respond
50	21	19	Persons in home	0=One 1=Two 2=Three 3=Four 4=Five 5=Six 6=Seven 7=Eight or more
51	22	20	Job	0=Yes 1=No
52	23	21	Necessary to work to stay in school	0=Yes 1=No
53	24	22	Educational expectations	0=Leave high school without graduating 1=Graduate, but not go beyond high school 2=Graduate from high school and go to a technical, trade or business school 3=Complete one or two years in a junior or community college 4=Graduate from a four-year college 5=Graduate from a four-year college and go to a graduate or professional school 6=Join the military to obtain additional education and training
54	25	23	Occupational aspirations (1)	0=Math and physical science research 1=Engineering and applied science 2=Medical and life sciences 3=Medically related field 4=Business analytic

Columns	Variable Number	Question Number	Variable Name	Code Values
				5=Business administration 6=Visual and performing arts 7=Literary and legal
55	26	24	Occupational aspirations (2)	0=Education and human welfare 1=Technical 2=Crafts and trades 3=Agriculture and forestry 4=Mechanics and operators 5=Attendants, helpers, loaders 6=Clerical 7=Personal and protective services 8=Sales and display 9=Sports and entertainment
56	27	25	Highest grade completed by father	0=Less than grade 8 1=Completed grade 8 2=Some high school 3=Completed high school 4=Some training after high school 5=Some college 6=Completed 2 years of college 7=Completed 4 years of college 8=A technical, business or trade school 9=Don't know
57	28	26	Highest grade completed by mother	0=Less than grade 8 1=Completed grade 8 2=Some high school 3=Completed high school 4=Some training after high school 5=Some college 6=Completed 2 years of college 7=Completed 4 years of college 8=A technical, business or trade school 9=Don't know

Columns	Variable Number	Question Number	Variable Number	Code Values
58	29	27	Attitude 1: defensive	0=Yes 1=No
59	30	28	Attitude 2: adequacy	0=Yes 1=No
60	31	29	Physical attribute 1: sight	0=Yes 1=No
61	32	30	Physical attribute 2: hearing	0=Yes 1=No
62	33	31	Physical attribute 3: speech	0=Yes 1=No
63	34	32	Physical attribute 4: standing	0=Yes 1=No
64	35	33	Physical attribute 5: walking	0=Yes 1=No
65	36	34	Physical attribute 6: use of arms/hands	0=Yes 1=No
66	37	35	Attitude 3: learning	0=Like learning most of the time 1=Like learning some of the time 2=Like learning only things of interest 3=Dislike learning most of the time
67	38	36	Attitude 4: vocational training	0=Yes 1=No 2=Don't know
68	39	37	Enrolled in vocational program	0=Yes 1=No
69	40	38	Availability of training opportunities	0=Yes 1=No 2=Don't know

APPENDIX I

REGIONAL DIRECTOR QUESTIONNAIRE

Region No. _____

Return to: Kenne G. Turner
Vocational Teacher Education
University of Louisville
Louisville, Kentucky 40208

1. How many orientation and/or exploration vocational programs designed to serve the disadvantaged exist in your region?

   No. of programs for disadvantaged _____ No. of students _____

2. Where do students go after participation in these programs?

   a. Work — No. of students _____

   b. Special vocational programs — No. of students _____

   c. Regular vocational programs — No. of students _____

   d. College — No. of students _____

   e. Other (specify) _____ — No. of students _____

3. How many orientation and/or exploration vocational programs designed to serve the handicapped exist in your region?

   No. of programs for handicapped _____ No. of students _____

4. Where do students go after participation in these programs?

   a. Work — No. of students _____

   b. Special vocational programs — No. of students _____

   c. Regular vocational programs — No. of students _____

   d. College — No. of students _____

   e. Other (specify) — No. of students _____

5. How many preparation level vocational programs designed to serve the disadvantaged exist in your region?

	No. of programs	No. of students
Agriculture or Agricultural Business	_____	_____
Distributive Education	_____	_____
Health	_____	_____

	No. of programs	No. of students
Home Economics (Homemaking)	_____	_____
Home Economics (Occupational)	_____	_____
Office or Business Occupations	_____	_____
Technical Education	_____	_____
Trades and Industry	_____	_____
Other (specify)	_____	_____

6. How many preparation level vocational programs designed to serve the handicapped exist in your region?

	No. of programs	No. of students
Agriculture or Agricultural Business	_____	_____
Distributive Education	_____	_____
Health	_____	_____
Home Economics (Homemaking)	_____	_____
Home Economics (Occupational)	_____	_____
Office or Business Occupations	_____	_____
Technical Education	_____	_____
Trades and Industry	_____	_____
Other (specify)	_____	_____

APPENDIX J

BUREAU OF VOCATIONAL REHABILITATION DATA

COMMONWEALTH OF KENTUCKY

Department of Education

BUREAU OF REHABILITATION SERVICES

FRANKFORT 40601

February 17, 1977

Dr. Kenne G. Turner, Principal Investigator
Assessment of Vocation Needs of the Disadvantaged and Handicapped
University of Louisville
Louisville, Kentucky 40208

Dear Dr. Turner:

The following sets of data are derived from information available to our program or as a result of 1976 program experience and may be helpful in the study.

Disability Group	Served	Rehabilitated
Mentally Ill (Emotionally Disabled	6,019	2,373
Mentally Retarded	1,530	646
Blind and Visually Impaired	1,100	406
Deaf and Hard of Hearing	727	302
Speech Impaired	132	60
Orthopedic (Including amputations)	4,113	1,500
Cardiac and Circulatory	1,201	411
Other (Epilepsy, Respiratory, Cancer, Digestive, Urogenital, Stroke, Other Nervous System Disorders, Endocrine-metabolic Disorders and Other)	10,257	3,578
TOTAL	25,079	9,276

Services For Individuals (FY 1976)	Number of Clients
Diagnostic and Evaluation	19,939
Surgery and Treatment	6,280
Prosthetic and Orthotic Appliances	2,667
Hospital and Convalescent Care	8,674
Other Medical Restoration	15
College or University Training	3,003
Business School or College Training	293
Vocational School Training	1,200
Other Academic (Elementary or High School	13
On-The-Job Training	257
Personal and Vocational Adjustment Training	1,962
Miscellaneous Training	160
Maintenance	1,951
Services To Family Members	3
Post-Employment Services	65
Other Services	2,202

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Counseling and Guidance Services (All Clients) 25,079

Listing of Rehabilitation Facilities (Including Community Workshops)

Eastern Kentucky Comprehensive Rehabilitation Center, Thelma, Kentucky (Owned and Operated by Kentucky Bureau of Rehabilitation Services)
Cardinal Hill Hospital, Lexington, Kentucky (Owned and Operated by Kentucky Easter Seal Society)
Boone Adult Workshop Activity Center, Florence, Kentucky
Cave Lake Opportunity Center, Glasgow, Kentucky
Cerebral Palsy Workshop, Louisville, Kentucky
Exceptional Industries, Inc., Bowling Green, Kentucky
Frankfort Habilitation, Inc., Frankfort, Kentucky
Goodwill Industries of Kentucky, Louisville, Kentucky
Harlan Workshop, Harlan, Kentucky
Hugh E. Sandefur Training Center, Henderson, Kentucky
J.U. Kevil Center, Mayfield, Kentucky
Metro Industrial Services, Lexington, Kentucky
Middlesboro Opportunity Workshop, Middlesboro, Kentucky
Muhlenberg County Opportunity Center, Greenville, Kentucky
Northern Kentucky Goodwill, Covington, Kentucky
Occupational Industrial Training Center, Louisville, Kentucky
Opportunity Center Workshop, Owensboro, Kentucky
Opportunity Workshop of Elizabethtown, Elizabethtown, Kentucky
Opportunity Workshop of Lexington, Lexington, Kentucky
Pennyroyal Industries, Princeton, Kentucky
Pioneer Opportunity Workshop, Danville, Kentucky
Sheltered Workshop and Occupational Training Center, Louisville, Kentucky
Southeastern Kentucky Rehabilitation Center, Louisville, Kentucky
Western Kentucky Easter Seal, Paducah, Kentucky

Types of Rehabilitation Services Which May Be Provided To Rehabilitate A Client

Evaluation of rehabilitation potential
Counseling, guidance, and referral
Physical and mental restoration services
Vocational and other training services
Maintenance
Transportation
Services to members of a handicapped individual's family necessary to the adjustment or rehabilitation of the handicapped individual
Interpreter services for the deaf
Reader services, rehabilitation teaching services and orientation and mobility services for the blind
Telecommunications, sensory, and other technological aids and devices
Recruitment and training services to provide new employment opportunities rehabilitation, health, welfare, public safety, law enforcement, and other appriate public service employment
Placement in suitable employment
Postemployment services necessary to assist handicapped individuals to maintain suitable employment

Occupational licenses, tools, equipment and initial stocks (including livestock and supplies; and
Other goods and services which can reasonably be expected to benefit a handicapped individual in terms of his employability.

Estimated Target Population Eligible for Rehabilitation Services - 88,333 (FY 1975)

Prevalence of Disability By Major Disabling Condition: Adults, Aged 18-64 1970 Population

Musculo-skeletal Disorders	97,975
Cardio-vascular Disorders	79,525
Respiratory and Related Disorders	34,991
Digestive Disorders	22,267
Urogenital Disorders	7,316
Endocrine-metabolic Disorders	12,724
Mental Illness	16,637
Mental Retardation	3,817
Nervous System Disorders	16,637
Sense Response Disorders (Visual, Hearing)	11,134
Neoplasms	5,567
Other	9,225

I am sorry to have delayed sending information to you. I had hoped to be much more specific for your needs. Let me know if I can be of further assistance.

Sincerely yours,

Howard Jones, Unit Director
for Planning and Program Evaluation

HJ:jy

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APPENDIX K

SPECIAL VOCATIONAL PROGRAMS UNIT DATA

COMMONWEALTH OF KENTUCKY

Department of Education

BUREAU OF VOCATIONAL EDUCATION

FRANKFORT 40601

January 31, 1977

Mr. Ken Turner
University of Louisville
Louisville, Kentucky

Dear Mr. Turner:

I am enclosing copies of the materials for disadvantaged and handicapped in Vocational Education. Please observe the notations as they will effect your use of the data provided.

The programs for disadvantaged include funds from Part A(102b) and Part B. Funds for handicapped are all Part B funds.

Sincerely,

Donnalie Stratton

Donnalie Stratton, Director
Special Vocational Programs Unit

DS/ks

Enclosures

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		SUPPORTIVE*		MODIFIED**	
		# OF PROGRAMS	# OF STUDENTS	# OF PROGRAMS	# OF STUDENTS
AGRICULTURE	S	88	3,548	5***	393
	PS				11
	A			2	165
BUSINESS AND OFFICE	S	63***	3,133	7	413
	PS	2	97	2	37
	A				
DISTRIBUTIVE EDUCATION	S	19	904	2	67
	PS				
	A			3	291
HEALTH AND PERSONAL SERVICES OCCUPATIONS	S	5	140	3	118
	PS	1***	58	3***	65
	A		30		96
HOME ECONOMICS (GAINFUL)	S	26	488	2	98
	PS	1	24	3	25
	A				
INDUSTRIAL EDUCATION	S	16***	659	5	160
	PS	4	98	24	463
	A			1	104
TOTALS	S	217	8,872	26	1,249
	PS	8	277	32	601
	A		30	6	656

*SUPPORTIVE: Ancillary services within the regular programs which are necessary for students to successfully complete the program.

**MODIFIED: Modified regular programs are separate classes within a program area in which all students are disadvantaged or handicapped. The curriculum and objectives are modified to meet student needs, interests, and capabilities.

**NUMBER OF PROGRAMS: These programs were written for the level indicated, but served students at all levels.

		SPECIAL*	
		# OF PROGRAMS	# OF STUDENTS
SPECIAL VOCATIONAL EDUCATION PROGRAMS	S	81	6,874
	PS	4	533
	A	1	1,690
LEARNING CENTERS	S		954
	PS	22**	4,329
	A		741
GUIDANCE	S	31	7,303
	PS	4	627
	A		
TEACHER AIDE PROGRAMS	S	10**	1,148
	PS		210
	A		105
TOTALS	S	122	16,279
	PS	30	5,699
	A	1	2,536

*SPECIAL: These type of programs serve students who are not identified with a specific program area. The curriculum is developed around concepts of vocational education and related instruction in Orientation and Exploration in the World of Work. Work Experience may be a component of these programs.

*NUMBER OF PROGRAMS: These programs were written for the level indicated, but served students at all levels.

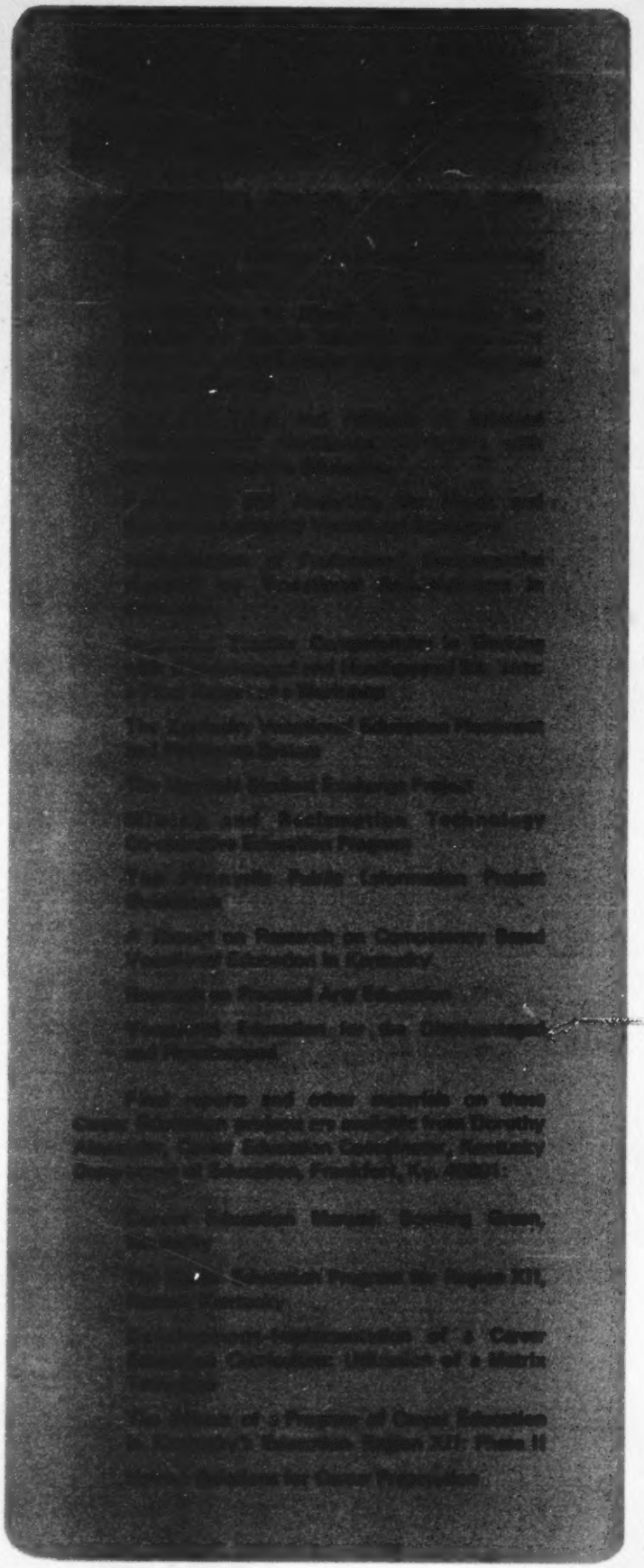
		RELATED	
		# OF PROGRAMS	# OF STUDENTS
RELATED VOCATIONAL EDUCATION PROGRAMS	S		214
	PS	4**	327
	A		97
GRAND TOTALS	S	365	26,614
	PS	74	6,904
	A	7	3,319

		SUPPORTIVE		MODIFIED		SPECIAL	
		No. of Programs	No. of Students	No. of Programs	No. of Students	No. of Programs	No. of Students
AG.	S	8	140	2	77		
	PS						
	A						
B & O	S	1	3	4	73		
	PS			3	28		
	A						
DE	S			1	24		
	PS						
	A						
HO	S		7	1	19		
	PS	1	20	1	6		
	A		7				
HEC	S	1	10	7	299		
	PS				2		
	A						
IE	S			6	159		
	PS	1	1	22	199	4	217
	A						
TOTALS (SPECIAL)	S					54	2,895
	PS					15	76[illegible]
	A					2	1[illegible]3
GRAND TOTALS	S	10	160	21	581	54	2,895
	PS	2	21	26	235	19	979
	A		7			2	153

SUPPORTIVE: Ancillary services within the regular programs which are necessary for students to successfully complete the program.

MODIFIED: Modified regular programs are separate classes within a program area in which all students are disadvantaged or handicapped. The curriculum and objectives are modified to meet student needs, interests, and capabilities.

SPECIAL: These type of programs serve students who are not identified with a specific program area. The curriculum is developed around concepts of vocational education and related instruction in orientation and exploration in the world of work. Work experience may be a component of these programs.



In an effort to disseminate the results of research and exemplary projects in vocational education to educators who can use them, we developed the INNOVATE system. These are brief abstracts of completed projects sent to individuals in the education community who work in areas directly related to the project activities.

People who receive INNOVATE are asked to mail back a postcard requesting a complete copy of the project report if they are interested in more information.

This document is one of the series of reports on research and development projects administered by the Bureau of Vocational Education, Research Coordinating Unit.